Skills for Care & Development
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Health and Social Care – National Occupational Standards

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HSC21   **Communicate with, and complete records for individuals**

Elements of Competence

HSC21a   Work with individuals and others to identify the best forms of communication
HSC21b   Listen and respond to individuals questions and concerns
HSC21c   Communicate with individuals
HSC21d   Access and update records and reports

About this unit[1]
This unit is for you if you work directly with individuals using *any* health, social or care services.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could include: line manager; people responsible for records.
Communication and language needs and preferences include: the individual's preferred spoken language and 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 can include the use of: key people; interpreters; translators; signers; specialist equipment to aid the individual's communication abilities.
Key people **covers family, friends, carers and others with whom individuals have a supportive relationship.**
Seek information from: the individual; key people; colleagues; records;
Taking appropriate action could include: repeating the message; asking individuals to repeat the message; using alternative forms of communication; seeking and acquiring additional help from key people and/or others within and outside your organisation.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing e.g. domiciliary, residential care, health care, hospital settings and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Appropriate people	People from whom you need to gain permission to access records according to legal and organisational requirements
Active support	Working in a way that recognises people have the right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Communication and language needs and preferences	Individuals needs and preferences in terms of communicating with you, and you communicating with and responding to them in ways that enable them to express themselves effectively
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be supported and cared for in the way that meets their needs, takes account of their choices and also protects them • access information about themselves • communicate using their preferred methods of communication and language

HSC21a   Work with individuals and others to identify the best forms of communication

Performance Criteria

You need to:

1. seek information and advice about **individuals** specific **communication and language needs and preferences**

2. confirm with **individuals** their preferred methods of **communication and language** and any changes in their needs

3. review your communication skills to see if they are suitable to meet the needs and preferences of **individuals**

4. where necessary, you seek extra support to ensure that:
   - you are able to communicate with, and understand individuals' views and wishes
   - individuals' are able to communicate with and understand you

5. record and/or report and share information about individuals' communication and language needs and preferences, within confidentiality agreements and according to legal and organisational requirements

HSC21b   Listen and respond to individuals' questions and concerns

Performance Criteria

You need to:

1. check and take appropriate action to ensure **individuals** have the support they need to communicate their views, wishes and preferences

2. position yourself so that:
   - you can understand what individuals and key people are trying to convey
   - individuals and key people can understand what you have communicated

3. use appropriate body language, eye contact, tone of voice and methods of listening that actively encourage **individuals** and key people to communicate

4. give **individuals** sufficient time to communicate without interrupting or finishing off their communication

5. concentrate, listen and respond appropriately when you are communicating with the **individuals** and **key people**

6. respond appropriately to any questions and concerns that individuals and **key people** have

7. seek additional advice and support for **individuals**' **and key people's** questions and concerns that are beyond your competence to deal with

HSC21c   Communicate with individuals

Performance Criteria

You need to:

1. support **individuals** to use their preferred means of **communication and language**
2. communicate with **individuals** and **key people** at a pace, in a manner, and at a level appropriate to individuals' understanding, needs and **preferences**
3. provide **active support** to enable **individuals** to communicate and participate in communications
4. ensure the focus of the communication is with the **individual** whilst acknowledging the input from others
5. adapt your communications:
   - to meet individuals' changing needs and preferences
   - when individuals and key people have difficulty understanding what you want to communicate
6. at the appropriate times within the communication:
   - clarify points and check that you understand what is being communicated
   - confirm/check that individuals and key people understand what you are saying
7. take appropriate action to address any misunderstandings
8. respect **individuals' and key people's** rights to confidentiality of information, within legal and organisational procedures
9. report or record what you have done, any problems you have had and any outcomes arising from the communications, within confidentiality agreements and according to legal and organisational requirements

HSC21d   Access and update records and reports

Performance Criteria

You need to:

1. seek permission from the **appropriate people** to access records where needed
2. access and complete the correct records according to:
   - confidentiality agreements
   - legal requirements
   - organisational policies, procedures and practices
   - the activities you have undertaken
3. record or pass on information about **individuals' needs and preferences**, including those about **language and communication**
4. report accurate and sufficient information to the appropriate people, about:
   - any problems you had carrying out the care of individuals and what you did about these
   - any signs and symptoms that indicate changes in individuals condition and care needs
   - any difficulties you have in accessing and updating records and reports
5. support **individuals** to understand why and what you have reported or recorded
6. ensure the security of access to records and reports according to legal and organisational procedures

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when communicating with and completing records and reports about individuals
- how to provide **active support** to enable individuals to communicate their needs, views and preferences
- methods and ways of communicating that:
  - support equality and diversity
  - support the rights of people to communicate in their preferred method, media and language
  - are effective when dealing with, and challenging discrimination when communicating with, individuals and key people

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own role, responsibilities and accountability and duties of others when communicating with and completing records and reports about individuals
- current local, UK legislation, and organisational requirements, procedures and practices for:
- accessing records and information about individuals' communication and language needs and preferences
- recording, reporting, confidentiality and sharing information, including data protection
- communicating with individuals

Theory and practice
- actions to take when you observe any key changes in individuals' communication skills and abilities, what they are trying to communicate and their hearing
- factors that can affect the communication skills, abilities and development of the individuals with whom you are working
- ways to communicate with the people you work with, how to find out about individuals' communication and language needs, wishes and preferences
- the importance of:
  - focusing on the individual
  - active listening
  - space and positioning when communicating
  - body language and eye contact when communicating
  - giving individuals sufficient time to communicate
  - using individuals preferred means of communication and language
  - checking that you and the individuals understand what has been communicated
  - how to adapt the way you communicate
- recording and reporting requirements for individuals and for your activities
- where, why and how to get permissions to access records and reports
- how to, and why you need to report and/or complete records accurately, comprehensively and in ways that can be understood by those who need to access and use the records and reports
- the reasons for ensuring confidentiality and security of records and reports
- how to and why you need to share information with individuals, key people and others

HSC22   **Support the health and safety of yourself and individuals**

Elements of Competence

HSC22a   Carry out health and safety checks before you begin work activities
HSC22b   Ensure your actions support health and safety in the place you work
HSC22c   Take action to deal with emergencies

About this unit[1]
For this unit you need to keep yourself, individuals and others for whom you are responsible, safe and secure within the working environment.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Accidents could be due to: falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty.
First aid could include the need to deal with severe bleeding; cardiac arrest; shock; faints or loss of consciousness; epileptic seizure; choking and difficulty with breathing; falls - potential and actual fractures; burns and scalds; poisoning; electrocution.
Key people family; friends; carers; others with whom individuals have a supportive relationship.
Others people within your organisation; people outside your organisation who provide health and care services and support the needs of individuals.
Security emergencies could include: bomb scares; intruders; missing people; lost keys.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Accident	Unforeseen major and minor incidents where an individual is injured
Active support	Working in a way that recognises people have the right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Emergencies	Immediate and threatening danger to individuals and/or others
Hazard	A hazard is something with potential to cause harm
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to individuals' health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Risks	A risk is the likelihood of the hazard to be realised. It can be to individuals in the form of danger, harm and abuse and/or to the environment by danger of damage and destruction
Rights	The rights that individuals have to:

* be respected
* be treated equally and not be discriminated against
* be treated as an individual
* be treated in a dignified way
* privacy
* be protected from danger and harm
* be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
* access information about themselves
* communicate using their preferred methods of communication and language

HSC22a   Carry out health and safety checks before you begin work activities

Performance Criteria

You need to:

1.   make sure that you are aware of, and follow, organisational health, safety and security procedures before you start work

2.   before you begin any work activities you:
* check and use any risk assessments
* examine the areas in which you work and any equipment you have to use to ensure that they are safe, hazard free and conform to legal and organisational requirements for health and safety
* remove, where possible, hazards that might pose a health and safety risk to yourself and others

3. take account of **individuals'** needs, wishes, preferences and choices, whilst ensuring your own and the safety of individuals, **key people** and **others** when carrying out your work activities
4. operate within the limits of your own role and responsibilities, in relation to health and safety
5. where necessary, you seek additional support to resolve health and safety problems
6. report health and safety issues to the appropriate people and complete health, safety and security records, according to legal and organisational requirements

HSC22b   Ensure your actions support health and safety in the place you work

Performance Criteria

You need to:

1. identify and work with others to minimise potential risks in the place where you are working
2. ensure that your own health and hygiene does not pose a threat to others
3. ensure that the appropriate people know where you are at all times
4. check for hazards and health, safety and security **risks** whilst you are working, taking appropriate action if there is the likelihood of an **accident**, injury or harm
5. check that people who are present have a **right** to be there
6. use approved methods and procedures when undertaking potentially **hazardous** work activities, including:
   - using correct moving and handling techniques
   - wearing correct personal protective clothing appropriate to the situation, environment and activities
   - using and storing equipment and materials
   - dealing with spillages and disposal of waste
7. you report any health and safety issues in the place you are working that may put yourself and **others** at **risk**

HSC22c   Take action to deal with emergencies

Performance Criteria

You need to:

1. take appropriate and immediate action to deal with health and environmental emergencies, including:
   - fire
   - security
   - serious and minor accidents
   - first aid
2. summon assistance appropriate to the emergency
3. support individuals during emergencies
4. provide ongoing support and assistance within your own competence until someone who is qualified to deal with the emergency is available
5. support others who may be affected by the emergency
6. record and report on incidents and emergencies accurately, completely, within confidentiality agreements, and according to organisational and legal requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when working with individuals and dealing with emergencies
- how to provide **active support** and promote individuals rights, choices and well-being whilst ensuring healthy and safe working practices and dealing with emergencies

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for health, safety and when dealing with emergencies
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - data protection including recording, reporting, confidentiality and sharing information and how to complete records for accidents and emergencies
  - health, safety and risk assessment for the environment, your work activities and for the individuals with whom you are working
  - the protection of individuals from danger, harm and abuse
  - your responsibility for keeping yourself and others safe
  - use and storage of hazardous and non-hazardous substances and equipment
  - infection control

Theories and practice
- how to access and use records and information relating to health and safety
- actions to take when you observe any key changes in individuals conditions
- how to use and store equipment and materials safely and securely, including the use of chemicals and other hazardous substances
- methods of minimising the risk of contamination and infection
- how to deal and work with hazardous and non-hazardous materials, equipment and waste, in order to minimise the risks of contamination and danger
- how to move and handle people, items and objects safely
- types of personal protective clothing and equipment that you should and might have to use in your work and the reasons for using such clothing and equipment
- aspects of your own health and hygiene that might pose a threat to individuals, key people and the place in which you work
- risks and hazards that might cause individuals, yourself and others to have an accident, fall, be injured and become ill
- common reasons why accidents happen in the care environment and with individuals with whom you work
- the susceptibility of specific groups of individuals to falls, spillages and breaking items and the reasons for this
- the different kinds of emergency there may be in your work environment and with the individuals for whom you are responsible

HSC23　　　　　　**Develop your knowledge and practice**

Elements of Competence

HSC23a　　　　Evaluate your work
HSC23b　　　　Use new and improved skills and knowledge in your work

About this unit[1]
This unit requires you to evaluate your skills and knowledge, seek help to develop these and use new knowledge and skills when carrying out the activities for which you are responsible.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Feedback could be provided**:** orally; in written form; electronically and it should be communicated using individuals preferred spoken language and the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. These can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC23a   Evaluate your work

Performance Criteria

You need to:

1.   assess how well you carry out your work activities
2.   actively seek feedback from **individuals** and **key people** on the way you carry out your work
3.   identify the way your values, belief systems and experiences may affect your work with individuals
4.   identify any skills, knowledge and support that would help you to carry out your work activities more effectively
5.   access and use appropriate support and information to improve your work

HSC23b   Use new and improved skills and knowledge in your work

Performance Criteria

You need to:

1.   use the evaluation of your skills and knowledge to improve your work activities
2.   work with others to:
     - identify new skills and knowledge relevant to, and which can improve your work activities
     - access any training you may need to gain the new and improved skills and knowledge
3.   discuss, develop and review, with appropriate people, the usefulness of the new and improved skills and knowledge to your work activities
4.   confirm with the appropriate people that it is safe and legal before applying new skills and knowledge
5.   use new and improved skills and knowledge that have been agreed are appropriate to your work activities
6.   evaluate, and support individuals and key people to evaluate if, and how your new and improved skills and knowledge have enhanced your work

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values

- how legislation and organisational requirements on equality, diversity, discrimination and **rights** have an impact on the way you work with individuals to improve your knowledge and practice
- legal and organisational requirements on equality, diversity, discrimination and **rights** when working with individuals and others to improve your knowledge and practice

Legislation and organisational policy and procedures

- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others in relation to developing your skills and knowledge and improving your practice
- current UK legislative requirements and guidelines and organisational requirements, procedures and practices for accessing training and undertaking personal and professional development activities
- The purpose of, and arrangements for your supervision and appraisal

Theories and practice

- the purpose of professional development activities
- how to access opportunities to keep your skills and knowledge up-to-date
- organisations that provide development opportunities to meet your needs and how to access these
- how to plan training, development opportunities and other support to develop your skills and knowledge
- how to learn from:
    - your own and others' practice
    - other sources of information and support
- study and other abilities that will enable you acquire new skills and knowledge, apply these to your own practice and evaluate their effectiveness
- how to evaluate your own values, skills and knowledge
- how to work with individuals, key people and others to evaluate your practice and improve your skills and knowledge

HSC24   **Ensure your own actions support the care, protection and well-being of individuals**

Elements of Competence

HSC24a   Relate to and support individuals in a way they choose
HSC24b   Treat people with respect and dignity
HSC24c   Assist in the protection of individuals

About this unit[1]

For this unit you must demonstrate that you value and treat people equally and with respect and dignity, encouraging and respecting individuals' preferences and protecting them from danger, harm and abuse.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could include: your line manager; professionals or specialists.
Changes that may be observed could include individuals' condition, behaviour, appearance or mental state.
Communicate using individuals' 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.
Harm and abuse within this unit will cover neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour.
Harm could be/have been: short term; medium term; long term.
Key people cover family, friends, carers and others with whom individuals' have a supportive relationship, including people within and outside your organisation who provide health or care services and support the needs of individuals.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They are embedded in this unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

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Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Appropriate people	People to whom you need to report according to legal and organisational requirements
Abuse	Abuse is causing physical, emotional, financial and/or sexual harm to an individual and/or failing/neglecting to protect them from harm. It includes aspects such as failing to acknowledge the basic human rights of individuals
Active support	Working in a way that recognises people have the right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Danger	The possibility that harm may occur
Harm	The effects of an individual being maltreated physically, emotionally, financially exploited or sexually injured or abused
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	People who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being

HSC24a	Relate to and support individuals in a way they choose

Performance Criteria

You need to:

1. find out about, and promote **individuals'** needs, wishes and preferences
2. develop appropriate relationships that enable you to carry out your work activities effectively
3. ask individuals how they want you to carry out your work activities
4. provide **active support** that enables individuals to use their strengths and potential
5. respect individuals choices and desire to care for themselves
6. you work to resolve conflicts and if you cannot, you seek extra support and advice to help you meet individuals needs, wishes and preferences
7. you observe any changes that could affect individuals care needs
8. you report any observed changes to the **appropriate people**

HSC24b   Treat individuals with respect and dignity

Performance Criteria

You need to:

1.   treat and value each person as an individual
2.   respect the dignity and privacy of individuals.
3.   respect individuals diversity, culture and values
4.   work in ways that:
     - recognise individual beliefs and preferences
     - put individuals preferences at the centre of everything you do
     - do not discriminate against any individual
     - ensure that the service you provide is delivered equally and inclusively
5.   provide active support to enable individuals to take as much control as they are able
6.   identify and take appropriate action when behaviours and practice discriminate against individuals
7.   seek extra support and advice when you are having difficulty supporting equality and diversity
8.   ensure individuals have the appropriate information about how to offer comments on the support and care they receive

HSC24c   Assist in the protection of individuals

Performance Criteria

You need to:

1.   seek and acquire information about:
     - assessment of individuals in relation to actual or likely danger, harm and abuse
     - any difference of views that affect the activities you are responsible for and how to deal with them
     - individuals preferences, abilities and support to cope with actual or likely danger, harm and abuse
     - your specific role in protecting individuals from actual or likely danger, harm and abuse
     - the procedures that you have to follow for working with the danger and harm to the individual or others
2.   clarify with individuals your responsibilities to disclose information about actual and likely danger, harm and abuse
3.   develop trust with individuals and key people so that they are able to raise and communicate concerns about actual or likely danger, harm and abuse to themselves and others
4.   observe any signs or symptoms that indicate that individuals:
     - have been harmed or abused
     - are being harmed or abused
     - are in danger of harm or abuse
5.   respond to situations and behaviour in ways that avoid putting yourself and others at unnecessary risk
6.   follow legal and organisational procedures and promptly alert appropriate people and organisations when you discover or suspect individuals and others who are in danger
7.   record and report the actions you have taken accurately according to legal and organisational requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity and discrimination when working with individuals, key people and others.
- the rights individuals have to:
  - be respected
  - be treated equally and not be discriminated against
  - be treated as an individual
  - be treated in a dignified way
  - privacy
  - be protected from danger and harm
  - be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
  - access information about themselves
  - to communicate using their preferred methods of communication and language
- the rights and responsibilities individuals have for their own support, care and protection
- the ways health, social or care values may differ from those of individuals you are working with
- how to provide active support
- how to find out and support individuals needs, rights, preferences and well-being
- methods and ways of working that:
  - promote equality and diversity
  - are effective when dealing with and challenging discrimination
  - recognise and use the power of your position responsibly

Legislation and policy
- codes of practice and conduct; standards and guidance relevant to the care environment in which you work and to your own and the roles, responsibilities, accountability and duties of others when valuing and respecting people; taking account of their views and preferences and protecting them from danger, harm and abuse
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety and protection of yourself, individuals, key people and others
  - assessing and managing risks associated with your work
  - reporting compliments, comments and complaints
  - dealing with suspicions and disclosure of danger harm and abuse
  - the protection of individuals from danger, harm and abuse
  - the purpose of, and arrangements for your supervision when dealing with abuse and protection

Theory and practice

- where to go to access information that can inform your practice
- factors that can affect the behaviour, skills, abilities and development of individuals with whom you are working
- actions to take when you observe key changes in the conditions and circumstances of individuals
- methods that encourage individuals to use their strengths and potential and take as much control over their lives as possible
- identify factors that may lead to danger, harm and abuse
- how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse
- signs and symptoms of danger, harm and abuse
- understand the correct actions to take when danger, harm and abuse have been disclosed
- how to access information that can inform your practice in relation to protecting individuals
- methods of working with, and resolving conflicts that you are likely to meet within your work
- recording and reporting requirements for specific individuals

HSC25   **Carry out and provide feedback on specific plan of care activities**

Elements of Competence

HSC25a   Carry out specific plan of care activities
HSC25b   Provide feedback on specific plan of care activities
HSC25c   Contribute to revisions of specific plan of care activities

About this unit[1]
For this unit you need to be able to carry out, provide feedback on and contribute to revisions to the plan of care activities for which you are responsible.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using individuals 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.
Key people family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding will be** specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Plan of care or Support plan	A plan of care or support plan must be developed and agreed with the individual. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care plan must be adhered to within any health or social care setting.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Specific plan of care activities	The activities within the plan of care that you are responsible for carrying out

HSC25a	Carry out specific plan of care activities

Performance Criteria

You need to:

1. access information, records, any risk assessments and advice about:
   - the specific **plan of care** activities for which you are responsible
   - the **individuals** for whom you are to carry out the **specific plan of care activities**
   - confirm your understanding of the specific plan of care activities with the individual and other relevant people

2. support individuals to communicate the way they prefer you to carry out the specific plan of care activities

3. use **active support** and follow the specific instructions within the plan of care when carrying out specific plan of care activities

4. observe individuals when carrying out specific plan of care activities

HSC25b   Provide feedback on specific plan of care activities

Performance Criteria

You need to:

1. support individuals and **key people** to identify any changes in individuals' needs and preferences that might affect your work

2. observe any changes with individuals that may indicate changes to your work and the work of **others**

3. support individuals to communicate and you evaluate yourself:

    -   how well the specific plan of care activities you carry out supports the individual's needs and preferences
    -   anything that could be changed and/or improved
    -   record and report:
    -   any discomfort and change in individuals when carrying out specific plan of care activities
    -   any differences in individuals' preferences about the way you carry out your activities and the ways specified in the plan of care,
    -   within confidentiality agreements and according to legal and organisational requirements

HSC25c   Contribute to revisions of specific plan of care activities

Performance Criteria

You need to:

1. identify and discuss your role and responsibilities in making revisions to specific plan of care activities for which you are responsible

2. report on and contribute to discussions about:

    -   how well the specific plan of care activities for which you are responsible meets the needs and preferences of individuals
    -   how the specific plan of care activities for which you are responsible could be changed and/or improved to better meet the needs and preferences of individuals

3. where your ideas and findings conflict with those of others, you:

    -   listen to the reasons for the conclusions of others
    -   explain the reasons for your conclusions
    -   seek additional support, where appropriate
    -   agree the best way forward

4. contribute to identifying the best ways to implement your specific plan of care activities to meet the needs and preferences of individuals.

5. ensure that you understand, and that the individuals with whom you work are aware of, any changes in the specific plan of care activities for which you are responsible

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when carrying out specific plan of care activities
- how to provide **active support** and promote individuals' rights, choices and well-being when carrying out specific plan of care activities

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when carrying out plan of care activities
- current local, UK legislation, and organisational requirements, procedures and practices for:
   - o accessing records and information
   - o recording, reporting, confidentiality and sharing information, including data protection

Theory and practice
- key changes in the condition and circumstances of individuals with whom you work and actions to take in these circumstances
- where to access information on the specific needs, preference and condition of individuals
- where to go if you need more information about how to respond to the needs of individuals and key people
- how to respond to the preferences of individuals if they are in conflict with the specific plan of care activities for which you are responsible
- methods of:
   - o undertaking the specific plan of care activities for which you are responsible
   - o observing, evaluating, recording and reporting individuals' needs and conditions in relation to the specific plan of care activities for which you are responsible
   - o working with, and resolving conflicts that you are likely to meet in your work
   - o contributing to team work activities in relation to the specific plan of care activities for which you are responsible

HSC26   Support individuals to access and use information

Elements of Competence

HSC26a   Support individuals to identify information to meet their needs
HSC26b   Enable individuals to access, select and use information
HSC26c   Enable individuals to evaluate the information

About this unit[1]
For this unit you will need to work directly with individuals, helping them to access and use information, services and facilities.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using individuals' 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.
Information can be provided: orally; paper based; electronically.
Key people family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Facilities	Goods and environments that can be provided to promote individuals' health and social well-being, they can be offered at a distance or taken to the place where the individual lives
Individuals	People who use health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Rights	The rights that individuals have to: - be respected - be treated equally and not be discriminated against - be treated as an individual - be treated in a dignified way - privacy - be protected from danger and harm - be supported and cared for in a way that meets their needs, takes account of their choices and also protects them - access information about themselves - communicate using their preferred methods of communication and language
Services	Personal and other amenities provided in individuals' homes or in other places that promote individuals' health and social well-being.

HSC26a   Support individuals to identify information to meet their needs

Performance Criteria

You need to:

1. access, use and share accurate and up-to-date information on **services** and **facilities** that may benefit individuals and colleagues
2. provide **active support** to ensure individuals can communicate their needs, wishes, preferences and choices about the **information** they require on services and facilities
3. check to make sure that you and the individuals understand any information that has been shared
4. support individuals to:
   - identify any impact that the information may have on them and **key people**
   - deal with any distress the information may cause

HSC26b   Enable individuals to access, select and use information

Performance Criteria

You need to:

1. support individuals and key people to:
   - access, select and use information about services and facilities
   - identify any difficulties that arise when trying to access and use the information about services and facilities
   - agree actions to overcome any difficulties in accessing information
   - identify who will be responsible for taking action to overcome difficulties in accessing information
2. support individuals to develop the confidence to access information on services and facilities themselves
3. challenge, and support individuals and key people to challenge any information about services and facilities that is discriminatory
4. support individuals and key people to manage and organise their time and lives to enable them to access and use information

HSC26c   Enable individuals to evaluate the information

Performance Criteria

You need to:

1. encourage individuals and key people to give feedback to the appropriate people on:
   - the information they have identified and used
   - where they have experienced discrimination or exclusion
2. support individuals, and key people to:
   - identify any information that is misleading, inaccurate, inaccessible, difficult to understand and out of date
   - evaluate whether, and in what ways, the information about the services and facilities has been beneficial
3. support individuals to identify any changes that will improve the accessibility and usability of the information

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination and rights when supporting individuals to access information
- how to provide active support to enable individuals to select and use information to access facilities and services
- how to support individuals to challenge information that is discriminatory or inaccessible

Legislation and organisational policy and procedures

- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to select, access and use information about facilities and services
- current local, UK legislation, and organisational requirements, procedures and practices for:
    - o accessing records and information
    - o recording, reporting, confidentiality and sharing information, including data protection
    - o supporting individuals to access and use information to meet their needs

Theory and practice

- how to find out about whether the services and facilities are accessible to individuals
- how and where to access information relevant to individuals and key people's needs
- how to ensure that the information accessed is relevant and up to date and who to inform when it is not
- how to support individuals and key people to understand information
- how to encourage individuals to raise questions and concerns about how to access or interpret information
- who you go to and where to go when you cannot find information or answer questions
- difficulties and risks which individuals may experience accessing, using and challenging information on facilities and services

HSC27   **Support individuals in their daily living**

Elements of Competence

HSC27a   Agree with individuals the support they require for their daily living
HSC27b   Assist individuals in activities to promote their well being
HSC27c   Help individuals access other support to promote their well being

About this unit[1]
For this unit you need to support individuals in their daily living.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people family; friends; carers; others with whom individuals' have a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC27a   Agree with individuals the support they require for their daily living

Performance Criteria

You need to:

1. work with **individuals**, **key people** and **others** to:
   - identify your role in supporting individuals
   - identify the boundaries of your involvement with individuals
   - negotiate ways of resolving any problems and areas of conflict
2. provide **active support** to enable individuals to:
   - describe their daily lives and events
   - identify what they are able to do themselves
   - identify other people and groups able to assist them
   - identify aspects of their daily living that they would like your assistance with
   - identify aspects of their daily living that they need you to carry out for them
3. support individuals to express their wishes about the type of support they need from you and the time they need you to be available
4. seek additional support where you are unable to carry out the activities identified by individuals

HSC27b   Assist individuals in activities to promote their well-being

Performance Criteria

You need to:

1.   identify activities in individuals daily lives that you will be assisting them with
2.   work with individuals to clarify and agree how they would like you to carry out aspects of their daily living where they need assistance
3.   work with individuals to agree and clarify how they would like you to carry out the aspects of their daily living for which you are responsible, taking account of any risk assessments and working within legal and organisational requirements, policies and procedures
4.   work in ways that protect individuals and yourself from the risk of infection
5.   assist individuals to carry out aspects of their daily living that have been agreed
6.   observe changes in individuals and work with them to identify and agree how any changes might affect the assistance they require
7.   report to relevant people any changes in the needs, circumstances and preferences of individuals, and the affect these will have on your work activities

HSC27c   Help individuals access other support to promote their well-being

Performance Criteria

You need to:

1.   work with individuals, key people and others to:
      - identify and access support that can promote individuals health and social well-being
      - identify and negotiate any activities for which you are responsible
      - identify the activities that other people are responsible for
      - help them co-ordinate the activities carried out by yourself and others
      - agree how any problems and conflicts will be resolved
2.   negotiate and agree your role, responsibilities and the way you will work with individuals and those who support them
3.   observe any changes in the support needs of individuals and how this may affect the assistance they require
4.   record and report any changes within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals in their daily living
- how to provide active support and promote individuals rights, choices and well-being when supporting them in their daily living

Legislation and organisational policy and procedures
- codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals in their daily living
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - o accessing records
  - o recording, reporting, confidentiality and sharing information, including data protection
  - o health, safety, assessing and managing risks associated with supporting individuals in their daily living
  - o supporting individuals in their daily living

Theory and practice
- the types of activities you may need to do to support individuals with whom you work in their daily living
- where to go to access information that can inform your practice when supporting individuals in their daily living
- the responsibilities and limits of your relationships with individuals when supporting them in their daily living
- methods that encourage individuals to use their strengths and potential to participate and to take as much control over their lives as possible
- the risks, dangers and difficulties associated with different environments, equipment, materials and activities and in relation to specific individuals
- factors that can affect the behaviour, skills, abilities, development and the willingness of individuals to be involved in their own care and decisions about the assistance you should give to them
- health, social or care conditions that affect the individuals with whom you are working
- key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances

HSC28   **Support individuals to make journeys**

Elements of Competence

HSC28a   Support individuals to plan journeys
HSC28b   Accompany individuals on journeys

About this unit[1]
For this unit you need to support individuals to make journeys.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Journeys visits to specific places; outings of any type. These can be accompanied or unaccompanied.
Key people family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters.
Journey	Any outing to support individuals independence and enable them to take as much control over their life as possible
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC28a   Support individuals to plan journeys

Performance Criteria

You need to:

1.   provide **active support** to enable **individuals** to:
     - agree the purpose of the **journey**
     - identify any support they need when making the journey, taking account of risks and benefits

2.   agree your contribution to planning the journey

3.   support individuals to highlight the potential risks and benefits of them planning the journey

4.   provide active support to enable individuals to:
     - identify, access and use information needed to plan the journey
     - plan all aspects of the journey, rehearsing it, where appropriate

5.   review with individuals how well the planning has worked

6.   identify with individuals any difficulties they have had when planning the journey

HSC28b   Accompany individuals on journeys

Performance Criteria

You need to:

1.   agree with individuals why you are accompanying them on journeys

2.   ensure individuals have taken appropriate medication prior to the journey and that they take any medication they require with them

3.   accompany individuals, as agreed in their care plan and according to organisational and legal requirements

4.   cease to accompany individuals according to their care plan and the individual's expressed needs and preferences, taking account of any risks

5.   work with individuals to enable them to be as independent as possible when making journeys, taking account of any risks

6.   discuss and arrange with individuals where you will meet them and how you will fit in with any requirements for privacy

7.   respond appropriately to planned and unexpected changes during journeys

8.   your carry out your part of the plan and support individuals in carrying out their part of the plan

9.   review, with individuals, **key people** and **others** whether the journey met the planned outcomes and any changes that should be made for future journeys

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to plan for and make journeys
- how to provide **active support** and promote individuals rights, choices and well-being when supporting them to plan and make journeys

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to plan and make journeys
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - o accessing records
  - o recording, reporting, confidentiality and sharing information, including data protection
  - o health, safety, assessing and managing risks associated with supporting individuals in their daily living
  - o supporting individuals to plan and make journeys

Theory and practice
- factors to take into account when supporting individuals to plan and make journeys
- where to go to access information that can inform your practice when supporting individuals to plan and make journeys
- the risks, dangers and difficulties associated with making journeys for the individuals with whom you work
- the responsibilities and limits of your responsibilities and relationships with individuals when supporting them to plan and make journeys
- benefits and difficulties that may occur when supporting individuals to plan and make journeys
- what to do if there are problems you are not able or are not authorised to cope with
- the checks you need to make and the paperwork you need to complete when taking individuals on journeys and when they make unaccompanied journeys
- the records or reports you need to make and when and to whom you should make them

HSC29   Support individuals to meet their domestic and personal needs

Elements of Competence

HSC29a   Support individuals to obtain, prepare and store healthier food that meets their nutritional and dietary requirements
HSC29b   Support individuals to identify and obtain household and personal goods
HSC29c   Support individuals to keep their home healthy, safe and secure

About this unit[1]
For this unit you need to be able to support individuals with their domestic and personal needs.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people family; friends; carers; others with whom individuals have a supportive relationship.
Risks could be from: incorrect preparation and storage of food, drink and domestic items; infection and contamination; dangerous use of food, drink and domestic items; security of property.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Dietary requirements	Food and drink that will provide a balanced diet that meets the nutritional needs of individuals and supports their health and well-being
Healthier options	Choices of food and preparation methods that follow current guidelines for healthy eating
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation are necessary for you to fulfil your job role.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risk	A risk is the likelihood of the hazard to occur. It can be to individuals in the form of infection, danger, harm and abuse and/or to the environment in the form of danger of damage and destruction.

HSC29a   Support individuals to obtain, prepare and store food that meets their nutritional and dietary requirements

Performance Criteria

You need to:

1. support **individuals** and **key people** to:
   - identify food and drink that is nutritious and meets individuals **dietary requirements**
   - understand individuals dietary and nutritional requirements and what this means in terms of food and drink
2. contribute to identifying where and how the required food and drink can be obtained
3. carry out your role and responsibilities for obtaining, preparing and storing **healthier food and drink options** to meet individual nutritional and dietary requirements
4. provide **active support** to enable individuals to prepare and store food and drink safely, hygienically and in ways that will reduce the **risk** of food-associated illness or infection
5. contribute to:
   - reviewing the arrangements for meeting individuals nutritional and dietary requirements
   - agreeing and implementing any changes required to enable individuals to meet their nutritional and dietary requirements
6. follow organisational procedures and highlight any risks to individuals and key people when:
   - you observe food and drink that might cause a risk to individuals
   - individuals and key people wish you to obtain food which do not meet the individual's nutritional and dietary requirements
7. report on and record how well individuals nutritional and dietary needs are met, within confidentiality agreements and according to legal and organisational requirements

HSC29b   Support individuals to identify and obtain household and personal goods

Performance Criteria

You need to:

1. support individuals to identify their household and personal needs and their preferences about the goods and where they should be obtained
2. contribute to identifying where and how household and personal goods can be obtained and stored
3. carry out your role and responsibilities in obtaining household and personal goods for individuals
4. support individuals to store household and personal goods safely
5. you support individuals and key people to fill in any relevant paperwork to access resources and support to enable them to obtain household and personal goods
6. you follow organisational procedures and highlight any risks to individuals, key people and **others** when:
   - you observe personal and household goods that might cause a risk to individuals, key people and others
   - you observe personal and household goods being used dangerously
   - individuals and key people wish you to obtain personal and household goods that might cause a risk of harm to themselves and others
7. you report and record on actions, processes and outcomes in relation to identifying, obtaining, storing and using household and personal goods, within confidentiality agreements and according to legal and organisational requirements

HSC29c   Support individuals to keep their home healthy, safe and secure

Performance Criteria

You need to:

1. support individuals and key people to understand and access the types of support that could help them keep their home healthy, clean, safe and secure

2. agree with individuals and key people who will take responsibility for keeping their home healthy, safe and secure

3. where necessary, you support individuals and key people to assess how they could improve the cleanliness, safety and security of their home

4. carry out your responsibilities in supporting individuals to keep their home healthy, safe and secure

5. follow organisational procedures and highlight any risks to individuals, key people and others when you observe signs that:
    *   the individual's health and safety is at risk
    *   the individual's home is not being secured as it should

6. work with individuals, key people and others to contribute to changes that will enable individuals and key people to maintain the health, safety and security of the individual's home

7. report and record on actions, processes and outcomes in relation to the health, safety and security of individuals' homes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to meet their domestic and personal needs
- how your own values in relation to health and hygiene might differ from those of individuals and key people and how to deal with this
- how to provide active support and promote individuals rights, choices and well-being when supporting them to meet their domestic and personal needs

Legislation and organisational policy and procedures
- codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to meet their domestic and personal needs
- current local, UK legislation, and organisational requirements, procedures and practices for:
  o accessing records
  o recording, reporting, confidentiality and sharing information, including data protection
  o health, safety, assessing and managing risks associated with supporting individuals to meet their domestic and personal needs in the home
  o healthy living and eating
  o consumer rights and responsibilities
  o the management of risk from infection
  o the storage and handling of food
  o supporting individuals to meet their domestic and personal needs

Theory and practice
- key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances
- how individuals lives and family circumstances and their environment can restrict their options
- how to work with individuals to enable them to participate in meeting their own domestic and personal needs
- the concept of a balanced diet and why this is important to good health
- the nutritional benefits of minimising the fat, sugar and salt content of dishes
- the nutritional benefits of starchy foods, fruit, vegetables and pulses
- how to read and interpret food labelling
- techniques for preparing and cooking dishes in ways that maximise nutritional value
- the nutritional and dietary needs the individuals with whom you work are likely to have
- how to prepare, store and hold food and drink safely and at the correct temperature to reduce the risk of food-associated illness or infection
- the types of significant food safety hazards you are likely to come across when handling and storing food and what may happen if these are not controlled
- why surfaces and equipment must be clean before beginning a new task and the most effective ways of achieving this
- why and when you must wash your hands, such as after going to the toilet, before preparing food, after touching raw or waste food and before serving food

- factors and issues associated with keeping the home of individuals safe and secure
- methods of working with individuals and key people:
  o to agree the food, drink, personal and household goods they want and the methods they prefer to obtain and store them
  o to identify healthier food and drink and prepare and store food and drink hygienically and safely
  o to help them identify any risks and decide how they, and you will manage them

HSC210   **Support individuals to access and participate in recreational activities**

Elements of Competence

HSC210a   Support individuals to identify their recreational interests and preferences
HSC210b   Encourage and support individuals to participate in recreational activities
HSC210c   Encourage and support individuals to review the value of the recreational activities

About this unit[1]
For this unit you need to support individuals to access and participate in recreational activities.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using individuals 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.
Key people family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Recreational activities	Recreational activities include any leisure or recreational pursuits that individuals wish to be involved in
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC210a   Support individuals to identify their recreational interests and preferences

Performance Criteria

You need to:

1. support **individuals** and **key people** to:
   - identify existing recreational needs, interests and preferences
   - assess whether, and in what capacity, individuals are able to continue recreational pursuits
   - identify any support that will enable individuals to continue existing **recreational activities**
   - examine and identify new recreational activities to meet individuals needs
2. examine with individuals, any risks involved in the recreational activities they prefer
3. support individuals to identify:
   - any risks involved in recreational activities that they are unwilling to give up
   - suitable alterations or alternatives to the recreational activities that will reduce and/or minimise the risks

HSC210b   Encourage and support individuals to participate in recreational activities

Performance Criteria

You need to:

1.   support individuals to:
     - identify and select the recreational activities they prefer
     - try new recreational activities
     - identify the support they require to enable them to participate in the recreational activities they prefer

2.   manage any risks associated with the recreational activities

3.   seek and acquire further information and support that could enable individuals to participate in the recreational activities they prefer, taking account of any anticipated changes that may affect their ability to participate in the future

4.   carry out agreed activities to support individuals' participation in recreational activities

5.   where individuals are having difficulties participating you encourage them to continue, seeking additional support, where appropriate

HSC210c   Encourage and support individuals to review the value of the recreational activities

Performance Criteria

You need to:

1.   work with individuals, key people and **others** to identify:
     - how individuals' participation in the recreational activities should be reviewed
     - who will be involved in the review
     - how the information about the review will be handled

2.   support and encourage individuals to identify and communicate:
     - the benefits of the recreational activities
     - any necessary and preferred changes

3.   carry out your responsibilities in the review

4.   you implement any agreed changes for which you are responsible

5.   take appropriate action when changes are not being made that are outside your responsibility

6.   record, report on and review changes made, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals in recreational activities
- types of recreational activities that are inclusive, do not discriminate and take account of individuals rights, preferences and ability to participate
- how to provide **active support** and promote individuals rights, choices and well being when supporting individuals in recreational activities

Legislation and organisational policy and procedures

- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals in recreational activities
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - o accessing records and information
  - o recording, reporting, confidentiality and sharing information, including data protection
  - o health, safety, assessing and managing risks associated with supporting individuals to participate in recreational activities, generally and with specific activities and individuals
  - o supporting individuals to access and participate in recreational activities

Theory and practice

- key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances
- the types of recreational activities that are appropriate to the people with whom you work and the care environment in which you work
- the best ways to:
  - o find out about the type of recreational activities the individuals with whom you work prefer
  - o encourage individuals to participate in recreational activities
  - o the role which recreation plays in the health and social well-being of individuals
- the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals
- methods that will encourage individuals to use their strengths and potential to participate in recreational activities

HSC211   **Support individuals to take part in development activities**

Elements of Competence

HSC211a   Prepare individuals and the environment for development activities
HSC211b   Work with individuals to agree, and support them to take part in development activities
HSC211c   Contribute to the evaluation of agreed development activities

About this unit[1]
For this unit you will need to work with individuals to agree their preferences and assist them to take part in development activities.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could include: your line manager; professionals; specialists.
Development activities intellectual activities and pursuits, activities that enable individuals to retain or regain their skills; activities that enable individuals to keep fit and mobile; activities that enable individuals to participate and interact with others.
Key people family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit.**

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Appropriate people	Those people to whom you need to report according to legal and organisational requirements.
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Development activities	Activities that enable individuals to develop, retain or regain their skills and abilities.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Participating	Means 'being involved' to some extent. Many people participate at some level in family life using their role (brother, cousin etc) to take an active part in keeping the family functioning. Outside the home there are many levels of participation, some individuals may do on their own, others may involve being a member of a group or organisation
Participation	The process through which individuals influence and share control over the development initiatives, decisions and resources which affect them
Rights	The rights that individuals have to: - be respected - be treated equally and not be discriminated against - be treated as an individual - be treated in a dignified way - privacy - be protected from danger and harm - be supported and cared for in a way that meets their needs, takes account of their choices and also protects them - access information about themselves - communicate using their preferred methods of communication and language

HSC211a   Prepare individuals and the environment for development activities

Performance Criteria

You need to:

1. examine plans and seek advice about how to encourage and support **individuals** to prepare for and participate in developmental activities
2. check that you have correctly understood any instructions for the support of individuals and preparation of the environment
3. involve individuals, **key people** and colleagues in consultations and decisions about the individual's preferred and available options for **participation** in development activities
4. seek additional expertise when you, individuals, key people and **others** have any concerns
5. prepare the environment for the **development activities** ensuring the safety of all involved
6. where you identify any risks that have not been recorded, discuss this with individuals and take appropriate action to minimise the risks
7. when assisting individuals to prepare for development activities, reassure them they will be able to complete the activities and explain the benefits they may acquire from the activity
8. prepare yourself for the development activities

HSC211b   Work with individuals to agree, and support them to take part in development activities

Performance Criteria

You need to:

1. work with individuals to overcome any fears or barriers to them taking part in the development activities
2. carry out your role and responsibilities in supporting individuals to participate in the development activities
3. support individuals throughout the development activities, giving:
   - positive feedback on success
   - encouragement when they are having difficulties
4. stop the activity and report problems to the **appropriate people** immediately, when individuals are distressed, in pain or feel they are unable to continue
5. feedback to the appropriate people on successes, problems, risks or gaps that occurred whilst supporting individuals,
6. contribute to recording progress in the appropriate format
7. identify with individuals and key people any changes that need to take place to make the development activity more effective
8. record and report on development activities according to confidentiality agreements and legal and organisational requirements

HSC211c   Contribute to the evaluation of agreed development activities

Performance Criteria

You need to:

1. discuss with individuals and key people the benefits and limitations of the development activities
2. identify with individuals the parts of any development activities they found difficult or declined to participate in and report these
3. agree how individuals and key people can and want to be involved in the evaluation
4. support and encourage individuals and key people to provide evaluation information about the development activities in the most appropriate form
5. collect and record information and observations
6. work with individuals, key people and **others** to agree and make changes to the development activities
7. record and report on the evaluation of development activities according to confidentiality agreements and legal and organisational requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to participate in development activities
- how to provide **active support** and promote individuals' rights, choices and well-being when supporting them to participate in, and review the value of development activities

Legislation and organisational policy and procedures
- codes of practice and conduct, standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to participate in development activities
- current local, UK legislation, and organisational requirements, procedures and practices for:
  o accessing records
  o recording, reporting, confidentiality and sharing information, including data protection
  o health, safety, assessing and managing risks associated with supporting individuals to participate in development activities
  o supporting individuals to take part in development activities

Theory and practice
- the types of development activities that are appropriate to the people with whom you work and the care environment in which you work
- The meaning and application of 'participation' and why this is important.
- how developmental activities, generally and for particular individuals can promote the individual's well-being
- methods of working with individuals:
  o to encourage them to use their strengths and potential to participate
  o to assist them to take responsibility for promoting their own health and care and recognise the role developmental activities can take in achieving this
  o to identify how their developmental and any support needs can be met
  o to assess and manage the way they undertake developmental activities
  o to monitor and review the developmental activities
- adverse changes in the conditions of individuals when supporting them to participate in development activities and the actions to take in these circumstances
- the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals

HSC212   **Support individuals during therapy sessions**

Elements of Competence

HSC212a   Prepare and maintain environments, equipment and materials prior to,
                     during and after therapy sessions
HSC212b   Support individuals prior to and within therapy sessions
HSC212c   Observe and provide feedback on therapy sessions

About this unit[1]
For this unit you need to support individuals during therapy sessions.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people family; friends; carers; others with whom individuals have a supportive relationship.
Take appropriate action should be in accordance with legal and organisational requirements and may include: reporting to your line manager; contacting the therapist; stopping the therapy.
Therapy sessions include: occupational therapy; physiotherapy; behavioural therapy; other therapeutic programmes.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC212a   Prepare and maintain environments, equipment and materials prior to, during and after therapy sessions

Performance Criteria

You need to:

1. identify, with the support of **others,** the preparation needed for therapy, and how the environment will be restored, following therapy sessions
2. identify your role and responsibilities in the preparation and address any risk and safety requirements
3. prepare yourself, the environment and materials as instructed
4. following the activities you restore the environment, and clean and store materials according to legal, organisational and safety procedures and agreements
5. report any damage to materials, equipment or in the environment immediately, and according to organisational procedures and practices

HSC212b   Support individuals prior to and within therapy sessions

Performance Criteria

You need to:

1. work with **individuals** to identify their preferences, concerns and issues about participating in therapy sessions and agree any special requirements
2. reassure individuals about the nature and content of the therapy sessions
3. highlight concerns and issues you are unable to resolve to the therapist, seeking their support to allay individuals' fears
4. support specialist practitioners and therapists to run therapy sessions
5. follow therapists' directions precisely when carrying out activities that therapists have delegated to you
6. provide **active support** for individuals within therapy sessions, taking account of their needs, preferences and abilities
7. take appropriate action if the individual has any difficulties and/or you observe any significant changes
8. review, agree and implement any adjustments that are needed to maximise individuals' participation and the effectiveness of the therapy sessions

HSC212c   Observe and provide feedback on therapy sessions

Performance Criteria

You need to:

1. agree with individuals and others the observations that need to be made and the scope of your responsibility
2. work with individuals to identify the effectiveness of the therapy sessions on their health and social well-being
3. follow agreed arrangements for the observation of individuals prior to, during and after therapy sessions
4. check your observations with appropriate people and against agreed outcomes
5. identify any issues or problems in relation to the therapy sessions
6. work with individuals, **key people** and others to identify and agree changes to the therapy sessions
7. record and report on therapy sessions within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting during therapy sessions
- how to provide active support and promote individuals rights, choices and well-being when supporting them to take part in therapy sessions

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to take part in therapy sessions
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals prior to, during and after therapy sessions
  - supporting individuals prior to, during and after therapy sessions

Theory and practice
- key changes that may occur to individuals with whom you work and actions to take in these circumstances
- the impact of stress and fear on behaviour and individuals' ability to take part in and use therapy sessions effectively
- the conditions and impairments that the therapy is addressing
- the benefits and problems that might occur prior to, during and after therapy sessions
- the outcomes that therapy sessions aim to achieve for individuals
- the best ways of supporting individuals through therapy sessions
- how to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy
- how to observe and record observations to support therapy sessions
- the key signs of problems and difficulties that need to be reported to the therapist
- how to involve individuals in collecting information about their experience of the therapy and its outcomes
- how to deal with conflicts arising prior to, during and after therapy sessions
- the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals

HSC213   **Provide healthier food and drink for individuals**

Elements of Competence

HSC213a	Support individuals to communicate what they want to eat and drink
HSC213b	Prepare and serve healthier food and drink
HSC213c	Clear away when individuals have finished eating and drinking

About this unit[1]
For this unit you need to find out what individuals want to eat, prepare food and drink for them and clear away afterwards.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Dietary requirements can be related to: particular illnesses and conditions of the individual, for example, diabetes; the health needs of the individual i.e. sufficient amounts of food and drink effectively balanced to sustain the health of the individual; the religious, cultural and spiritual needs of the individuals.
Food and drink can include: snacks; meals; hot drinks; cold drinks.
Key people: family; friends; carers; others with whom individuals have a supportive relationship.
Prepare food could include: cooking; heating foods; opening food packages; handling raw food; peeling; washing; placing pre-prepared food on plates.
Risks could be from: incorrect preparation and storage of food and drink; infection and contamination; individuals who eat and drink items that they should not; sudden and unexpected reactions to food and drink.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings and the individuals with whom you are working.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Dietary requirements	Food and drink that will provide a balanced diet that meets the nutritional needs of individuals and supports their health and well-being
Food and drink	Food and drink which is to be consumed by the individual
Healthier options	Choices of food and preparation methods that follow current guidelines for healthy eating
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger, harm and abuse • be supported and cared for in a way that meets their needs, takes account of their choices and also protects them • access information about themselves • communicate using their preferred methods of communication and language
Risk	A risk is the likelihood of the hazard to occur. It can be to individuals in the form of danger, harm and abuse and/or to the environment by danger of damage and destruction
Wishes and preferences	The identified choice of the individual in terms of what they want to eat and drink

HSC213a   Support individuals to communicate what they want to eat and drink

Performance Criteria

You need to:

1.   find out from individuals and **key people** the type of food and drink they prefer
2.   support **individuals** to understand the **food and drink** that is available
3.   offer individuals information about healthier food and drink options
4.   offer individuals options for food and drink that:
   - adhere to their plan of care
   - take account of their **dietary requirements**
   - take account of their expressed **wishes and preferences**
   - take account of any religious, cultural and personal beliefs
   - provide the healthiest options of menu and preparation methods
   - are within the resources available
5.   offer individuals suitable alternatives when the original options do not meet their wishes and preferences
6.   encourage and support individuals to make healthier choices that meet their dietary requirements
7.   work with individuals to resolve any problems about their choice of food and drink
8.   where problems continue or concerns are raised about the individual's choice or diet they are reported to the appropriate person

HSC213b   Prepare, and serve healthier food and drink

Performance Criteria

You need to:

1.   wash you hands and ensure personal cleanliness and hygiene before, during and after handling food
2.   clean work surfaces, cooking utensils and equipment thoroughly before use
3.   prepare and cook food in ways that:
   - make the food look appetising
   - meet food safety requirements
   - minimise the risk of food associated illness or infection
   - minimises fat, salt and sugar content and maximises fibre
   - maximises its nutritional value
   - use flavourings that minimise the use of salt or sugar
4.   clear away any food or drink left over from preparation and follow organisational policies and procedures for safe storage or disposal
5.   prepare the immediate environment so that eating and drinking is enjoyable and individuals can interact with each other
6.   serve food and drink with the appropriate utensils and in a hygienic manner
7.   place food and drink within easy reach of the individual
8.   present food attractively and in ways that meets health and safety requirements and the individual's preferences about quantity, temperature, consistency and appearance
9.   prepare and provide any aids or specialist equipment individuals need to enable them to eat and drink themselves

10. support individuals to consume their chosen food and drink in:
    - manageable quantities
    - at their own pace
    - in a dignified and socially acceptable manner
11. support individuals to clean themselves, if food or drink is dropped or spilt, during the meal

HSC213c   Clear away when individuals have finished eating and drinking

Performance Criteria

You need to:

1. check that individuals have finished eating and drinking before removing utensils and crockery
2. encourage individuals to wash their hands and clean themselves at the end of the meal
3. remove or assist individuals to remove used utensils and crockery
4. follow organisational policies and practice to dispose of stale and unusable left-over food
5. clean work surfaces after use with appropriate cleaning materials
6. clean and store cooking utensils and equipment correctly or return them for cleaning
7. wash your hands and ensure your own cleanliness and hygiene after clearing away utensils, crockery and equipment
8. where necessary, record the individuals intake and complete records according to individual requirements and organisational procedures and practices

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when preparing, serving and clearing away food and drink for individuals
- how your own values in relation to hygiene might differ from those of individuals and how to deal with this
- the effects of personal beliefs and preferences (religious, cultural etc) on the way that food should be prepared, presented and eaten
- how to provide **active support** and promote the individual's rights, choices and well-being when preparing, serving and clearing away food and drink for individuals

Legislation and organisational policy and procedures

- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when preparing, serving and clearing away food and drink for individuals
- current local, UK legislation, and organisational requirements, procedures and practices for:
    - accessing records
    - recording, reporting, confidentiality and sharing information, including data protection
    - health, safety, assessing and managing risks associated with preparing, serving and clearing away food and drink for individuals
    - healthy living and eating
    - the management of risk from infection and contamination
    - food hygiene and storage
    - preparing and providing food and drink for individuals

Theory and practice

- the concept of a balanced diet and why this is important to good health
- the food and drink that constitutes a healthy diet and the relationship of this to particular individuals' needs
- the nutritional benefits of minimising the fat, sugar and salt content of dishes
- the nutritional benefits of starchy foods, fruit, vegetables and pulses
- how to read and interpret food labelling
- how to select types, combinations and proportions of ingredients that will make up a healthy dish, including special diets
- medical conditions of the individuals with whom you work and how these can affect their dietary requirements
- what constitutes a healthy and balanced diet generally and specifically for the individuals with whom you work
- risks that can arise from inappropriate preparation and storage of food and methods of minimising the risks
- techniques you can use to prepare ingredients in a healthier way
- cooking methods and techniques and the ingredients and dishes to which they are appropriate
- techniques you can use to cook the dish in a way that maximises its nutritional value
- healthier flavourings that can be used as alternatives to salt and sugar
- methods of presenting food attractively and why this is important
- conflicts which might arise where individuals do not wish to eat and drink that which is specified in their plan of care and how to deal with this
- the actions to take when individuals are having difficulties, are unwilling or are unable to eat and drink and the importance of passing on such information to the appropriate people
- the impact of ill-health upon the amount of food taken and ways of presenting food and drink to make it more appealing to those with reduced appetites
- signs and symptoms of adverse reactions that individuals may experience during and following eating and drinking
- how to deal with sudden and unexpected reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions

HSC214   **Help individuals to eat and drink**

Elements of Competence

HSC214a   Make preparations to support individuals to eat and drink
HSC214b   Support individuals to get ready to eat and drink
HSC214c   Help individuals consume food and drink

About this unit[1]
For this unit you need to prepare for, support and help people to consume food and drink.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Food and drink can include: snacks; meals; hot drinks; cold drinks.
Key people family; friends; carers; others with whom individuals have a supportive relationship.
Preparations include using protective clothing; obtaining specialist crockery; cutlery; mats; assisting individuals to be in an appropriate position
Risks could be from: incorrect storage of food and drink; infection and contamination; individuals drinking or eating inappropriate items; sudden and unexpected reactions to food and drink.
Specialist equipment could be equipment; specialist crockery and utensils; equipment required by the individual to enable them to eat and drink.
Take appropriate action could include: reporting to your line manager; referring individuals to a dietician.
Type of nutrition could include**:** individualised diets; high fibre diets; low fat diets; soft food diets; clear fluid diets; dietary supplement drinks.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Food and drink	Food and drink which is to be consumed by the individual.
Healthier options	Choices of food and preparation methods that follow current guidelines for healthy eating
Individuals	People using health, social or care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Plan of care or Support plan	A plan of care or support plan must be developed and agreed with the individual. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care plan must be adhered to within any health or social care setting.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger, harm and abuse
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	Risks are the likelihood of the hazards occurring. They can be to individuals in the form of infection, danger, harm and abuse and/or to the environment in the form of danger of damage and destruction.
Specialist equipment	Personal equipment and equipment used in addition or as a replacement for ordinary cutlery, crockery and equipment.

HSC214a   Make preparations to support individuals to eat and drink

Performance Criteria

You need to:

1. examine the **plan of care** to confirm **individuals'** nutritional requirements
2. work with individuals, **key people** and **others** to identify the level of support and type of nutrition individuals require
3. identify any preferences and support individuals to choose **healthier food and drink options,** ensuring that you take into account religious, cultural, other dietary wishes and preferences and the plan of care
4. identify and acquire any **specialist equipment** and protective coverings that are required to enable individuals to eat and drink
5. prepare the environment so that it makes eating and drinking enjoyable, safe and allows maximum interaction between individuals and other people
6. put on protective garments, wash your hands and prepare yourself to provide food and drink for individuals

HSC214b   Support individuals to get ready to eat and drink

Performance Criteria

You need to:

1. you identify with individuals, **key people** and others the support individuals need to prepare them to eat and drink

2. provide **active support** to enable individuals to prepare to eat and drink in comfort and with dignity

3. prior to and following eating and drinking, support individuals to meet their hygiene needs, according to their personal beliefs and preferences

4. respond appropriately to questions and issues raised about the food and drink individuals are about to consume, their diet and any dietary requirements

5. take appropriate action when questions and issues are outside your competence

HSC214c   Help individuals consume food and drink

Performance Criteria

You need to:

1. work with **individuals** and others to identify the level and type of support they require to enable them to consume food and drink
2. provide **active support** for individuals when they are consuming their food and drink
3. provide **active support** to enable individuals to use appropriate utensils and any specialist equipment to enable them to eat and drink with respect and dignity
4. support individuals to consume their food and drink in manageable quantities and at their own pace
5. support individuals to eat and drink in a socially acceptable and appropriate manner
6. assist individuals to clean themselves, if food or drink is spilt or dropped, during and at the end of the meal
7. observe and take action where individuals are not eating and drinking or if they are having unexpected difficulties in doing so
8. observe, record and report the intake of food and drink according to individuals' plans of care and organisational procedures and practices

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:
  Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when helping individuals to eat and drink
- how your own values in relation to hygiene might differ from those of individuals and how to deal with this
- the effects of personal beliefs and preferences (religious, cultural etc) on the way that food should be prepared and eaten
- how to provide active support and promote individuals' rights, choices and well-being when helping individuals to eat and drink

  Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when preparing, serving and clearing away food and drink for individuals
- current local, UK legislation, and organisational requirements, procedures and practices for:
    o accessing records
    o recording, reporting, confidentiality and sharing information, including data protection
    o health, safety, assessing and managing **risks** associated with helping individuals to eat and drink
    o healthy living and eating
    o the management of risk from infection
    o food safety
    o helping individuals to eat and drink

  Theory and practice
- the medical conditions of the individuals with whom you work and how these can affect their dietary requirements and support needs when eating and drinking
- the food and drink that constitutes a healthy diet and the relationship of this to particular individuals' needs
- the nutritional benefits of minimising the fat, sugar and salt content of dishes
- the nutritional benefits of starchy foods, fruit, vegetables and pulses
- how to read and interpret food labelling
- risks that can arise when helping individuals to eat and drink and ways of minimising these
- conflicts which might arise where individuals do not wish to eat and drink that which is specified in their plan of care and the how to deal with this situation
- the types of significant food safety hazards you are likely to come across when handling food and what may happen if these are not controlled
- hygiene precautions and the potential consequences of not following these
- different utensils that are available for individual with different needs and disabilities and how these can be adapted and used
- how to encourage individuals to eat and drink
- the actions to take when individuals are having difficulties, are unwilling or are unable to eat and drink and the importance of passing on such information to the appropriate people
- why you should interact with individuals when helping them to eat and drink
- signs and symptoms of adverse reactions which individuals may experience prior to, during and following eating and drinking
- how to deal with sudden and unexpected reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions

HSC215   **Help individuals to maintain mobility**

Elements of Competence

HSC215a   Support individuals to maintain mobility
HSC215b   Observe any changes in the individual's mobility and provide feedback to the appropriate people

About this unit[1]
For this unit you need to support individuals to keep mobile, observe any changes in their mobility and provide feedback on any changes.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Key people family; friends; carers; others with whom individuals have a supportive relationship.
Mobility activities can include: exercises; physiotherapy that enables individuals to keep mobile; occupational therapy that enables individuals to keep mobile; carrying out household activities; being part of group activities that enable individuals to keep mobile.
Mobility appliances include: wheel chairs; sticks; walking frames.
Take appropriate action could include: reporting to your line manager; referring individuals to a specialist e.g. mobility, shoe.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals with whom you are working.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well being. These are people in individuals lives who can make a difference to the individual's health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Plan of care or support plan	A plan of care or support plan must be developed and agreed with the individual. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care plan must be adhered to within any health or social care setting.

HSC215a   Support individuals to keep mobile

Performance Criteria

You need to:

1. support **individuals** to understand the usefulness and benefits of keeping mobile
2. work with individuals, **key people** and **others** to identify and agree the best ways for individuals to keep mobile
3. check that mobility appliances are clean, suitable for individuals and in good working order before and after use
4. take appropriate action when any faults are found with mobility appliances before, during and after use
5. remove and minimise potential hazards in the immediate environment
6. ensure individuals are wearing suitable footwear and clothing to undertaking activities to keep mobile
7. support individuals to communicate their preferences about keeping mobile
8. use agreed methods for maintaining and improving the individual's mobility taking into account their needs and preferences
9. support individuals to use any mobility appliances correctly
10. provide safe, acceptable physical and **active support** when individuals are using any mobility appliances and undertaking mobility activities
11. take appropriate action where there are conflicts and in areas that are outside your competence to deal with
12. give constructive feedback and encouragement to individuals using mobility appliances and undertaking mobility activities

HSC215b   Observe any changes in the individual's mobility and provide feedback to the appropriate people

Performance Criteria

You need to:

1. observe individuals whilst taking part in mobility activities
2. work with individuals to monitor changes in their mobility
3. give constructive feedback and encouragement to individuals to promote their confidence, motivation and dignity
4. record and report progress, problems and any adverse effects to the appropriate people
5. monitor the effectiveness of mobility activities and mobility appliances used
6. record and report on activities, taking account of confidentiality agreements and according to organisational procedures and practices

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to keep mobile
- how to provide active support and promote individuals' rights, choices and well-being when supporting individuals to keep mobile

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to keep mobile
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals to undertake mobility activities and use mobility appliances
  - helping individuals to keep mobile

Theory and practice
- actions to take if you observe any key changes in the condition and circumstances of individuals with whom you are working
- how the body moves and the range and limitations of joints, body posture and gait
- the implications that particular health conditions have on movement
- the benefits and adverse reactions that individuals may experience when undertaking mobility activities and using mobility appliances
- specific issues of mobility related to the individuals with whom you work
- factors and issues to take account of when working with individuals with reduced mobility
- the effects on individuals when they do not keep mobile
- the potential dangers of exertion for different individuals
- why and how to give constructive feedback and encouragement to individuals
- why it is necessary to use the mobility appliance specified, the importance of reporting problems or any defects of mobility appliances immediately; how to do this and who to report any defects to
- why your actions must be consistent with the plan of care or support plan and the potential effects if they are not
- why it is necessary to keep records and report on adverse effects and progress
- methods of providing safe physical support when helping people to keep mobile
- why and how the environment and walking surfaces ,i.e. slopes, stairs, type of floor covering, can be made safe for the use of particular mobility appliances

HSC216   **Help address the physical comfort needs of individuals**

Elements of Competence

HSC216a   Assist in minimising individuals' pain or discomfort
HSC216b   Assist in providing conditions to meet individuals' need for rest

About this unit[1]

For this unit you need to help address individuals' need for physical comfort, in order to achieve this you need to assist in minimising discomfort and help individuals to be able to rest.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could include: reporting to your line manager; reporting to a specialist.
Communicate 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.
Key people: family; friends; carers; others with whom individuals have a supportive relationship.
Measures to alleviate individuals' pain and discomfort could include: repositioning; adjustments to bedding, heating, lighting or noise; requests for analgesia; use of specialised mattresses; pressure reducing aids.
Methods of minimising individual discomfort can include: massage; yoga; meditation; pharmaceutical.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Appropriate people	Those people to whom you report any problems/causes for concern according to legal and organisational requirements
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Plan of care or Support plan	A plan of care or support plan must be developed and agreed with the individual. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care plan must be adhered to within any health or social care setting.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC216a   Assist in minimising individuals' pain or discomfort

Performance Criteria

You need to:

1.   encourage the **individuals** to express feelings of discomfort or pain and to use self-help methods of control in accordance with their plan of care
2.   observe and monitor individuals' behaviour and conditions in accordance with their **plan of care**
3.   report anything that causes concern to the **appropriate people**
4.   agree with the appropriate people, any information about relief from pain and discomfort that can and should be given to individuals and **key people**
5.   follow organisational procedures and agreements with appropriate people, when supporting individuals and key people to understand the ways pain and discomfort can be managed
6.   assist individuals to be positioned safely, comfortably and in accordance with their plan of care
7.   follow agreed procedures and use agreed measures to alleviate the individual's pain and discomfort
8.   follow organisational procedures and immediately report and accurately record any requests from individuals for further measures to minimise their pain and discomfort
9.   offer appropriate support to other people who may be disturbed by the individual's pain and discomfort

HSC216b   Assist in providing conditions to meet individuals' need for rest

Performance Criteria

You need to:

1.   support individuals to communicate the level and type of support they need to enable them to rest and sleep
2.   assist individuals to prepare and find a position that is comfortable, assists rest and is consistent with their plan of care
3.   assist individuals to take any agreed measures as part of their preparation for rest
4.   monitor individuals, accurately reporting and recording causes for concern
5.   your movements, behaviour and tone of voice promote conditions suitable for rest
6.   take appropriate action when the behaviour and movement of others within the environment does not promote rest
7.   monitor and adjust the aspects of care environment to promote rest
8.   accurately report aspects of the environment which interfere with the individual's rest

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when helping individuals with pain, discomfort, sleep and rest
- the effects that personal beliefs and preferences may have on the recognition of pain or discomfort and the tolerance of it
- the way that people's culture, background, personal beliefs and preferences can affect their view of measures to alleviate pain and discomfort and the actions to take when these conflict
- how to provide **active support** and promote individuals' rights, choices and well-being when supporting them through pain, discomfort, sleep and rest

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals with their personal care needs
- current local, UK legislation, and organisational requirements, procedures and practices for:
    - accessing records and information
    - recording, reporting, confidentiality and sharing information, including data protection
    - health, safety, assessing and managing risks associated with supporting individuals with pain, discomfort, sleep and rest
    - the management of pain and discomfort
    - addressing the physical comfort needs of individuals
    - your role in providing restful conditions and the boundaries and limits of the actions which you may take

Theory and practice
- actions to take when you observe any key changes in the condition and circumstances of individuals with whom you work
- normal rest patterns and why rest is important for general health and well being
- the different body positions that are conducive to rest
- why the individual should be encouraged to express feelings of discomfort and pain
- why it may be necessary to offer support to others who are affected by the individual's pain and discomfort
- why information and requests from individuals for additional pain relief should be passed on immediately and the possible consequences of not doing this
- why it is necessary for some individuals to maintain certain positions even though this may, in the short term, interfere with their rest
- how to assist individuals to maintain a comfortable position and what this may be for individuals with different needs
- the range of different methods of minimising individual discomfort and pain

HSC217   Undertake agreed pressure area care

About this unit
For this unit you need to be able to undertake pressure area care for individuals, following the individual's care plan and risk assessment, and relevant protocols and **procedures** within your work area.
It is aimed at prevention that is maintaining healthy skin and preventing breakdown.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Adverse conditions include: incontinence; lack of nutritional intake; unconsciousness; confusion; surgery
Care plan (usually kept in the care setting) includes: paper document; electronic tool
Changes include: redness; dryness; bruising; skin breakdown; scratches; swelling; oedema; incontinence; changes to conscious state – regaining consciousness or becoming unconscious
Comfortable position and situation includes: in bed; on one side – left or right, on their back, sitting upright, on their front, using 30% tilt;
in a chair; by their bed; in their room; in day room/sitting room
Consent can be: informed; verbal
Equipment and materials include: for maintaining hygiene – personal washing equipment; for moving and handling – hoists, slings, slides;
for positioning – pillows, chairs, mattresses, back rests.
Information and documentation: care plans; pressure area risk assessment form.
Members of staff may include: the person in charge; nurse; midwife; community staff; supervisor
Others include: other carers such as family members
Pressure relieving aids   include: special mattresses for beds; special cushions for chairs; pillows
Standard precautions and health and safety measures including hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.
Support includes: physical and emotional involving reassurance; explanations about what is happening; physically holding

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to: your job; your work activities; the job you are doing (e.g. domiciliary, residential care, hospital settings); the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit originates from Health CHS5 and is directly transferable to Health national occupational standards

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes items contaminated with body fluids, chemicals or radionuclides. Any pack/item opened and not used should be treated as contaminated.
Individual	The individual who is receiving pressure area care, and in the context of this unit could be adult or child
Personal protective clothing	Items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Pressure sore Risk Assessment tool	A tool devised through research and evidence based practice by which individuals can be assessed in relation to their risk of developing problems related to pressure, common examples are the Norton Scale and the Waterlow scale.
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection including hand washing / cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to show that:
1. you apply **standard precautions** for infection control and take other appropriate health and safety measures
2. you work with others in a methodical and organised manner
3. you explain to the individual what you are going to do in a manner that they will understand and obtain their consent
4. you follow the plan of care accurately, maintaining the privacy and dignity of the individual at all times
5. ensure that you can carry out the procedure without obstruction from clothing or bedding
6. you encourage the individual to be involved in their own pressure area care
7. you notice any changes to the individuals skin condition and report them to the appropriate member of staff
8. you utilise pressure relieving aids appropriately, according to the care plan and manufacturer's instructions
9. you leave the individual in a comfortable position and situation according to the plan of care
10. you complete all records and documentation or pass the information onto others if this is not within your role

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

 Values
- a working understanding of why you should tell the individuals what you are doing
- a working understanding of what is meant by consent

 Legislation and organisational policy and procedures
- a basic awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation undertaking agreed pressure area care:
- health and safety
- moving, handling, and positioning individuals
- pressure area risk assessment
- a working understanding of your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols

Theory and practice

- a basic awareness of the importance of working within your own sphere of competence and seeking clinical advice when faced with situations outside your sphere of competence
- a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- a working understanding of a variety of pressure sore risk assessment tools
- a working understanding of the uses of pressure sore risk assessment tools, including those used in your area of work

Anatomy and physiology

- a working knowledge of the normal anatomy and physiology of the skin
- a working knowledge of the pressure sites of the body
- a working knowledge of the changes in appearance of the skin when skin integrity is at risk

Care and support

- a working understanding of the factors which:
- put individuals at risk of skin break down and pressure sores
- can help prevent skin break down and pressure sores
- a working understanding of the importance of moving individuals correctly, and the consequences of poor handling and moving techniques
- a working understanding of why it is important to follow the care plan and risk assessment tool
- a working understanding of the importance of team working in relation to pressure area care

Materials and equipment

- a working understanding of the pressure relieving aids available within your care setting, and their uses
- a working understanding of where to get further information for in respect of up-to-date information about pressure area care
- a working understanding of where to get up-to-date information about pressure relieving aids
- a working understanding of other individuals who you might involve in pressure area care

Records and documentation

- a working understanding of why you must report and document the care you have given and any changes, including improvement and deterioration, you have noticed
- a working understanding of the importance of keeping accurate and up to date records
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC218   **Support individuals with their personal care needs**
Elements of Competence

HSC218a   Support individuals to access and use toilet facilities
HSC218b   Enable individuals to maintain their personal hygiene
HSC218c   Support individuals in personal grooming and dressing

About this unit[1]
This unit applies to people who work directly with individuals to support washing, dressing and help, where required, to go to the toilet.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could include: your line manager; professionals; specialists.
Communicate 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.
Problems could be: changes in individuals' health; difficulties in going to the toilet; concerns about bodily waste; changes in individuals skin condition; changes in motivation for personal hygiene and grooming.
Toilet facilities might include: toilet; commode; bedpan; urinal.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Appropriate people	Those people to whom you need to report according to legal and organisational requirements.
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers individuals and their advocates or interpreters.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Personal clothing and grooming	The individuals own clothing and toiletries.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC218a   Support individuals' to access and use toilet facilities

Performance Criteria

You need to:

1. where **individuals** require assistance, encourage them to communicate when they need to use toilet facilities
2. support individuals to:
    - understand where to find suitable toilet facilities
    - select the toilet facilities they prefer
    - go to, and return from the toilet safely
3. ensure that individuals know how to call for help if they need it
4. make sure any calls for help can be heard and you respond immediately if help is sought
5. encourage individuals to find the most appropriate and acceptable method of cleaning themselves
6. encourage individuals to wash their hands after using the toilet
7. ensure the toilet facilities are clean before they are used again
8. where necessary, move and dispose of body waste discreetly, immediately and in ways that:
    - minimise the risk of cross infection
    - are respectful of the individual's personal beliefs and preferences
9. follow organisational requirements and wear appropriate protective clothing when you move and dispose of body waste
10. wash your hands and ensure your own cleanliness and hygiene after moving and disposing of body waste
11. measure and record output and/or bodily waste where this is required by individuals' care plans
12. report any problems and significant changes to the appropriate people, within confidentiality agreements and according to legal and organisational requirements

HSC218b   Enable individuals to maintain their personal hygiene

Performance Criteria

You need to:

1. support individuals to communicate their preferences about their personal hygiene care and to resolve any differences between their wishes, the plan of care and the facilities available
2. work with individuals' to identify the degree of support they need with their personal hygiene, encouraging and enabling them to carry out activities for themselves, wherever possible
3. wear appropriate protective clothing and support individuals to understand the reasons for this
4. ensure that the room and water temperatures meet individuals' needs and preferences
5. place toiletries, materials and equipment safely and within individuals' reach
6. provide individuals with equipment to enable them to call for help
7. support individuals in ways which cause as little discomfort as possible
8. your own personal hygiene follows good hygiene practice and minimises the risk of cross infection
9. report any problems and significant changes in individuals' personal hygiene to the appropriate people

HSC218c   Support individuals in personal grooming and dressing

Performance Criteria

You need to:

1.   support individuals to communicate their wishes and preferences about personal grooming and dressing, and identify the amount and type of support they need

2.   provide **active support** and encouragement to enable individuals to dress and groom themselves

3.   provide active support to enable individuals to dress and groom in ways which:
   - maximise their independence
   - maintain their privacy
   - are consistent with their personal beliefs and preferences
   - meet safety requirements

4.   encourage and support individuals to:
   - use dressing and other equipment and materials that best meet their needs and are safe to use
   - keep their **personal clothing and grooming** items clean, safe and secure

5.   support individuals to understand and overcome their concerns about the use of sensory equipment and/or prostheses, orthoses and creams, seeking additional support, where necessary

6.   ensure materials, equipment and facilities are left clean, tidy and ready for future use

7.   wash your hands and ensure your own cleanliness and hygiene after supporting individuals with their personal grooming and dressing

8.   report any problems and significant changes in individuals' personal grooming and dressing to the appropriate people

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
   - legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals with their personal care
   - how your own values in relation to health and hygiene might differ from those of individuals and how to deal with this
   - conflicts which might arise between individual choice, good hygiene practices and the individual's plan for their care and how to deal with these
   - the effect which personal beliefs and preferences may have on cleansing and toileting for an individual
   - methods of providing the individual with toilet facilities which are consistent with their personal beliefs and preferences
   - how to provide active support and promote individuals' rights, choices and well-being when supporting them with their personal care

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals with their personal care needs
- current local, UK legislation, and organisational requirements, procedures and practices for:
  o accessing records
  o recording, reporting, confidentiality and sharing information, including data protection
  o health, safety, assessing and managing risks associated with supporting individuals with their personal care needs
  o the management of risk from infection
  o working intimately with individuals
  o supporting individuals with their personal care needs

Theories and practice

- key changes in the conditions and circumstances of individuals with whom you work
- methods of preventing infection and why infection control is important reasons for:
  o assisting the individual to maintain personal hygiene
  o toiletries and other personal materials not being shared
  o wearing protective clothing and why the use of this and other precautions
  o should be fully explained to the individual
- factors which affect:
  o the individual's ability to go to the toilet
  o the individual's personal beliefs and preferences on cleansing and toileting
  o the degree of assistance required
  o the individual's ability to maintain their personal cleanliness
- why individuals should be encouraged, but not pressured, to carry out activities themselves, wherever possible
- why individuals need to be able to call for and get help immediately
- why individuals should be offered the opportunity to:
  o select toilet facilities
  o dispose of her/his own body waste
- actions to take if there are any problems or you have any concerns about the individual
- why it is important to maintain your own cleanliness and hygiene prior to, during and following any activities involved in the personal care of individuals
- when and why measuring and recording output and/or bodily waste is likely to be included in an individual's care or support plan

HSC219   **Support individuals to manage continence**

Elements of Competence

HSC219a   Support individuals to maintain continence
HSC219b   Support individuals to use equipment to manage continence

About this unit[1]
For this unit you need to support individuals to maintain continence and to use equipment to enable them to manage continence.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Continence equipment/management techniques: pads; toilet facilities; commodes; bedpan; urinal; pelvic exercises.
Take appropriate action when continence equipment/management techniques being used appear to be inappropriate or unsuitable. This could include: reporting this to your line manger; referring individuals to an appropriate person for a re-assessment of their needs.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers individuals and their advocates or interpreters.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC219a   Support individuals to maintain continence

Performance Criteria

You need to:

1.   encourage **individuals** to communicate any concerns about their continence needs and functioning and, where possible, highlight any changes

2.   encourage individuals to make regular use of the toilet facilities to help them achieve a pattern of elimination in accordance with the plan of care

3.   monitor and report on individuals' patterns of body waste and any changes that may have occurred

4.   encourage and assist individuals to select and consume food and drink and take prescribed medication to facilitate bowel and bladder action

5.   provide **active support** for individuals that promotes self-respect, maximises privacy and is consistent with the plan of care

HSC219b   Support individuals to use equipment to manage continence

Performance Criteria

You need to:

1.   encourage individuals to use recommended continence equipment, management techniques and clothing

2.   support individuals to manage continence using continence equipment and management techniques correctly

3.   provide continence equipment at a time and place convenient to individuals' needs and circumstances

4.   take appropriate action when the continence equipment and management techniques being used appear to be inappropriate or unsuitable

5.   give individuals the opportunity to dispose of their own used equipment or soiled linen

6.   ensure that equipment and soiled linen is disposed of safely, hygienically and in ways which minimise the risk of cross infection

7.   ensure the environment is clean, fresh and ready for future use

8.   wash your hands and ensure your own cleanliness and hygiene after supporting individuals to use continence equipment and management techniques

9.   encourage and support individuals to promote their personal hygiene whilst managing their continence

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to manage continence
- the effect which personal beliefs and preferences may have on washing and managing continence
- how your own values in relation to hygiene and continence might differ from those of individuals and how to deal with this
- conflicts which might arise between individual choice, good hygiene practices and individuals' plans for their care and how to deal with these situations
- how to provide active support and promote individuals' rights, choices and well-being when supporting them to manage continence

Legislation and organisational policy and procedures

- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to manage continence
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - o accessing records
  - o recording, reporting, confidentiality and sharing information, including data protection
  - o health, safety, assessing and managing risks associated with supporting individuals to manage continence
  - o the management of risk from infection
  - o working intimately with individuals
  - o supporting individuals to manage continence

Theory and practice

- key changes in the condition and circumstances of individuals which may occur when supporting individuals to manage continence
- the factors that may contribute to difficulties with continence
- the effects of diet and mobility on continence
- the range of options available for the promotion of continence i.e. continence equipment, exercises, life style, environmental factors
- why you must exercise sensitivity to individuals' perceptions of the situation
- why individuals should be provided with a means of calling for help when using toilet facilities or continence aids
- the factors that will affect the level of assistance required, eg age, medical condition, personal beliefs and preferences etc
- actions to take if there are any problems or you have any concerns about individuals
- the role of others such as continence specialists and how to access specialist advice and support
- why it is important to maintain your own cleanliness and hygiene prior to, during and following any activities involved in managing continence of individuals

HSC220   Maintain the feet of individuals who have been assessed as requiring help with general foot care

About this unit
For this unit you need to be able to contribute to the care and maintenance of the feet of individuals assessed by a Podiatrist as unable to maintain their own footcare. You need to undertake those foot care activities which individuals would normally be able to do for themselves such as nail cutting, both normal and pathological and apply dressings and medicaments. The worker will follow a prescribed care plan and will ensure that a record of the care given is made.
You will need to ensure that practice reflects up to date information and policies.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Dressings can include: sterile dressings; tube-gauze; tube foam; fleecy web; insoles, preps; silicones; hypoallergenic tape
Equipment can include: nippers; rasps; blacks files; scissors; forceps; tube; gauze applicators; drills; probes
Medicaments and dressings can be: sterile and non-sterile
Nail type including: normal; pathological
Safety including: working to maintain the integrity of the foot; avoiding compressing by nail cutting
Standard precautions including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures
Waste can be: hazardous; non-hazardous

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job, your work activities, the job you are doing (e.g. domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is imported from Health AHP15 and is directly transferable to Health National Occupational Standards

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Application of dressings and medicaments	This refers to cases where the Podiatrist has prescribed these as part of the treatment plan, or they are used as a first aid measure
Contaminated	Includes: items 'contaminated ' with body fluids, chemicals or radionuclides. Any pack/item opened and not used should be treated as contaminated.
Individuals who have been assessed as requiring help with general foot care	Those who have been assessed by a Podiatrist as being unable to maintain their own feet. The podiatrist will have prescribed a care plan for you to follow, covering those foot-care activities which an individual would otherwise do for her/him self. The care plan will have a review date, but if there are problems with the individual, the Podiatrist may be called upon before that date
Personal protective clothing	Includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to:

1. apply **standard precautions** for infection control and other necessary **health and safety measures** which are appropriate to the care given, the environment and the individual

2. inform the individual of the activities to be undertaken in a manner sensitive to their needs and at the appropriate level and pace

3. encourage the individual to ask questions on how to improve their foot care and health and to provide full information on the general condition of their feet and any factors which have influenced their condition

4. prepare the individual's feet in a manner consistent with the care to be provided and any signs of deterioration, infection or abnormality are identified

5. refer the individual to an appropriate Podiatrist where the care required is beyond your scope of practice

6. use equipment appropriate for the individual, their condition, the treatment plan and the care being given

7. handle and operate instruments and equipment in a manner which reduces the likelihood of risk, discomfort and injury to individual and worker, and in accordance with health and safety guidelines

8. maintain nails in a manner which is consistent with individual's plan of care, condition and safety

9. **apply medicaments and dressings** according to the prescription of care appropriate to the individual's condition from those available to you

10. advise the individual on how to maintain their feet and what to do should they develop pain or discomfort

11. report adverse reaction and unexpected changes in the individual's condition to the professional without delay

12. dispose of waste in the appropriate manner and place in accordance with health and safety guidelines

13. you make an accurate, complete and legible record of the care given

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- a factual awareness of the current European and national legislation, National guidelines and local policies and protocols which affect your work practice in relation to maintaining the feet of individuals
- a working understanding of your responsibilities under the current European, and National legislation, national guidelines and local policies and protocols within the care environment
- a working understanding of the importance of taking particular safety precautions
- a working understanding of legislation and procedures for dealing with contamination by body fluids
- a working knowledge of the importance of following universal standard precautions relevant to your role and any relevant protective clothing which may be worn for the individual's and your protection
- a working understanding of the importance of maintaining foot health
- a working understanding of the importance of noting and acting upon changes on foot conditions
- a working understanding of the importance of passing questions and situations beyond your scope practice on to the podiatrist
- a working understanding of the policies and guidance which clarify your scope of practice and the relationship between yourself and the practitioner in terms of delegation and supervision
- a working understanding of the importance of monitoring the individual's condition throughout the treatment

Theory and practice

Care and Support of the individual

- a working understanding of the importance of informing individuals about the nature of the procedure and dressings used in their treatment
- a working understanding of possible adverse reactions to medicaments and dressings and the treatment of such
- a working understanding of changes in foot condition caused by dressings that require referring on to the podiatrist
- a working understanding of changes in foot conditions that indicate treatment is no longer required
- a working understanding of the importance of monitoring and reporting both social and health concerns, e.g. unsanitary living conditions
- a working understanding of the purpose of the treatment plan and how to follow it
- a working understanding of the structure of healthy skin and nail in order to recognise which is normal and abnormal
- a working understanding of signs of infection
- a factual awareness of common medical and surgical conditions and how drug therapy can affect feet and foot care requirements (such as diabetes, arthritis, peripheral vascular disease, eczema, hallux abductovalgus operations)

Materials and equipment

- a working understanding of the equipment and materials used to maintain the feet of individuals
- a working understanding of different types of dressings and medicaments

Procedures and techniques

- a working understanding of how to recognise the signs and symptoms of foot and nail abnormalities and the consequences of inaction in reporting these
- a working understanding of methods of maintaining and improving foot health
- a working understanding of the use of autoclaves and alternative methods of instrument sterilization
- a working understanding of methods of foot health promotion (such as the use of leaflets, demonstrations, posters)
- a working understanding of what is meant by is hazardous and non-hazardous waste and the appropriate methods of disposal for both
- a working understanding of aseptic techniques and clean procedures for use with sterile dressings

Records and documentations

- a working understanding of the information that should be recorded and the importance of doing this as contemporaneously as possible
- a working understanding of the legalities of record keeping

HSC221   Assist in the administration of medication

About this unit
For this unit you need to assist in the administration of medication either to an individual, or as part of a larger process where a "drug round" may be undertaken. You will always work with other staff within this context whose role is to lead the process and need to work within your own role and area of responsibility. This activity may be undertaken in a variety of settings, including hospitals, residential and nursing homes, hospices, including the individual's own home.

The administration may include medication(s) from various drug categories such as:
General Sales List
Pharmacy only
Prescription only medication
You will need to ensure that practice reflects up to date information and policies.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate manner covers: slowly, from a spoon or medication pot for oral medication, without handling the drug yourself
Equipment may include: drugs trolley; medication pots; spoons; syringes; water jugs; drinking glasses; prescription charts; disposal bags; medication bottles and packets
Methods may include: verbally, by using other appropriate communication e.g. Makaton, by using identity bracelets
Person leading the administration may include: a more senior member of staff such as a registered nurse in all contexts, registered midwife, social worker
Relevant staff may include: person in charge; nurse; midwife; social worker; ; doctor; pharmacist
Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment when appropriate**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] If you are working with children and young people the term "individuals" covers children and young people and key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2]

This unit is imported from Health CHS2 and is directly transferable to Health National Occupational Standards

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes: items 'contaminated' with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated
Individuals	The person for whom the medication has been ordered / prescribed. This could be adults and/or children depending upon the care setting in which you work
Medication administration record and/or drug protocols	Denotes the term used for the documentation on which the medication has been ordered/prescribed – this will vary across care settings and environments, such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging
Personal protective clothing	Includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to show that:

1.   Apply standard precautions for infection control and any other relevant health and safety measures

2.   check that all medication administration records or protocols are available, up to date and legible with the member of staff leading the process

3.   report any discrepancies or omissions you might find to the person in control of the administration and to relevant staff as appropriate

4.   read the **medication administration record** with the person leading the administration, checking and confirming the medication required, the dose and the route of administration against the record/protocol, and confirming the expiry date of the medication

5.   refer confusing or incomplete instructions back to the relevant member of staff or the pharmacist

6.   check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves, using a variety of methods, before the medication is administered

7.   contribute to administering the medication to the individual in the appropriate manner, using the correct technique and at the prescribed time according to the care plan

8.   assist the individual to be as self-managing as possible and refer any problems or queries to the relevant staff or pharmacist

9.   seek help and advice from a relevant member of staff if the individual will not or cannot take the medication

10. check and confirm that the individual actually takes the medication and does not pass medication to others

11. contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely

12.   return **medication administration records** to the agreed place for storage and maintain the confidentiality of information relating to the individual at all times

13. you ensure the security of medications throughout the process and ensure all medication is stored in the correct safe place when administration is complete

14. check the stock level of medications and assist in the re-ordering if necessary and applicable

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to assisting in the administration of medication
- a working understanding of your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols

Theory and practice
- a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- a working understanding of why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice
- a working understanding of who is responsible within your work setting for checking and confirming that the details and instructions on the medication label are correct for the client and with the medication administration record sheet/protocol
- a working understanding of the actions you should take if you disagree with the person leading the administration of medication
- a working understanding of the instructions for the use of medication on patient information leaflets and manufacturers' instructions

Procedures and techniques
- a working understanding of the different routes for the administration of medication
- a working understanding of the information which needs to be on the label of a medication and its significance

Care and support
- a working understanding of the various aids, which can be used to help individuals take their medication.
- a working understanding of the importance of communication and different ways in which you can communicate
- a working understanding of the importance of identifying the individual for whom the medications are prescribed
- a working understanding of why it is vital that you confirm the medication against the prescription/protocol with the person leading the administration before administering it

Reporting, recording and documentation
- a working understanding of the importance of correctly recording your activities, as required
- a working understanding of the importance of keeping accurate and up to date records
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC222   **Support individuals prior to, during and after clinical procedures**

Elements of Competence

HSC222a   Prepare individuals for clinical activities
HSC222b   Support individuals during and following clinical/therapeutic activities

About this unit
For this unit you need to be able to prepare individuals for clinical activities in accordance with the requirements of the activity to be performed, the practitioner and the assessed needs of the individual. You also need to support individuals during and after some form of clinical activity, other than within an operating department.

You need to ensure that practice reflects up to date information and policies.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate action may involve: notifying the practitioner; seeking help; stopping the preparation; stopping the activity; commencing first aid in line with relevant local policies and procedures; using the emergency alarm system
Individual can be: adults; children and young people; older people; people with communication differences
Information in relation to: the frequency; type and duration of follow-up procedures/post procedural recovery; other advice relevant to the clinical activity and/or the individual
Prepare includes: clinical preparation (e.g. of specific sites on the body); physical preparation (e.g. position, bladder evacuation except where contra-indicated); emotional preparation (e.g. informing, advising, supporting)
Standard precautions and health and safety measures including: hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures
Support includes: physical (e.g. holding); emotional (e.g. reassurance, (explanations about what is happening)

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (e.g. domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[1] the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standards GEN4 (Element HSC 222a)and GEN5 (Element 222b)

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[1] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Advocate	Carer, appropriate staff member, representative from an external agency
Appropriate member of staff	This is dependant upon the setting in which the preparation for the clinical activity takes place, but may include: Registered nurse, social worker, G.P, home manager, health visitor, midwife, qualified therapist
Contaminated	Includes items contaminated with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated.
Informed consent	Informed consent given by individual to being touched and having their programme/treatment carried out by the candidate. Consent may be given in writing or verbally.
Information and documentation	Any records and information relevant to the individual's preparation for the clinical activity including written notes, charts and graphs
Personal protective clothing	Clothing that offers protection for the worker and the individual. It includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Problems	May include: an unexpected change in the individual's condition, conditions or behaviour indicating an adverse reaction or contra-indication in relation to the clinical activity to be undertaken, identification of a hazard within the immediate or general environment, where the individual is unwilling or unable to comply with post procedural requirements relating to their health and well being
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection including handwashing / cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

HSC222a   Prepare individuals for clinical activities

Performance Criteria

You need to show that:

1.   you refer to and respond appropriately to all relevant **information and documentation** prior to starting the preparation

2.   you confirm the individual's identity is consistent with the records

3.   you ensure that any information relevant to the treatment obtained from the individual is complete, accurate and legibly recorded

4.   you identify the nature of support that the individual needs and respect their privacy, dignity, wishes and beliefs when working with them

5.   you check that the individual has given the necessary **informed consent** to the activity before any action is taken and understands the activity about to take place

6.   you inform the individual that training is taking place, where this is relevant, and obtain the necessary informed consent to proceed or offer an appropriate option

7.   you seek help and advice from an **appropriate member of staff** without delay if the individual or **advocate** does not give informed consent to the activity

8.   you answer correctly any questions which are within your area of responsibility, at a level and pace appropriate to the individual and any companions, and refer any questions that you cannot answer to the appropriate person

9.   you apply **standard precautions** for infection control and other necessary **health and safety measures** during the preparation of individuals

10.   you inform the individual why it is necessary for you to wear any particular forms of dress and protection

11.   you prepare the individual correctly according to the requirements of the activity to be carried out

12.   you check that the individual has complied with any prescribed pre-procedural instructions and accurately report the outcome to the practitioner leading the activity

13.   you help individuals who need assistance to prepare for the activity in a manner which retains their dignity and is in accordance with their personal beliefs and preferences

14.   you store personal articles which need to be removed by individuals for the activity safely and securely in the appropriate place

15.   you take prompt **appropriate action** in response to any **problems** which occur during the preparation of the individual in accordance with local policies and procedures

16.   you record and report all relevant information fully and accurately and in the appropriate manner and place

HSC222b Support individuals during and following clinical activities

Performance Criteria

You need to show that:

1. you identify the nature of **support** that the individual needs and respect their privacy, dignity, wishes and beliefs when working with them

2. you assist the individual to reach and maintain the required position for the procedure and to be as comfortable as possible given the constraints of the procedure

3. **you support** and monitor the individual during and following the clinical activity and encourage them to promote their own comfort and well-being

4. individuals who are to undertake parts of the activity themselves are given appropriate assistance in a manner which encourages them to be as self-managing as possible

5. you apply **standard precautions** for infection control and other necessary **health and safety** measures during and following the clinical activity

6. you offer the individual the opportunity to freshen up and dress, and provide the appropriate **support** to enable them to do so

7. you ensure the individual is provided with the appropriate facilities and **support** for the period of recovery from the clinical activity

8. you offer the individual clear, concise and accurate **information** where this is within your scope of practice

9. you answer correctly any questions which are within your area of responsibility, at a level and pace appropriate to the individual, and refer any questions that you cannot answer to the appropriate person

10. you make the appropriate arrangements for transport and escorts when these services are required by the individual

11. you keep accurate, complete and legible records of your actions and the individual's condition in accordance with local policies and procedures

12. you take prompt **appropriate action** in response to any **problems** which occur during or following the clinical activity in accordance with local policies and procedures

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- a working understanding of what informed consent is and why it must be obtained and confirmed prior to actions being taken
- a basis awareness of why your personal beliefs may cause you difficulties with certain activities and how you manage this conflict in practice
- a working understanding of the different types of needs, concerns, beliefs and preferences the individual may have and how these may affect the preparation for clinical activities and the individual's attitude in relation to clinical care and settings and the type of support you offer in relation to clinical activities
- a working understanding of the ways in which the individual's right and choices may have to be restricted because of the nature of the preparations required for certain clinical activities
- a working understanding of the importance of considering the individual's level of understanding in answering questions about the clinical activity

Legislation and organisational policy and procedures
- a factual awareness of the current European and National legislation, national guidelines and local policies which affect your work practice in relation to:
- preparing individuals for clinical activities
- supporting individuals during and following clinical activities
- a working understanding of your responsibilities under the current European and national legislation, national guidelines and local policies and protocols on your actions within the care environment
- a working understanding of local protocols for discharging an individual from an episode of care

Theory and practice
- a working understanding of why it is important to get positive confirmation of the individual's identity before starting the preparation and effective methods of obtaining positive identification
- a working understanding of the importance of following standard precautions relevant to the clinical activity to be undertaken and the protective clothing which may be worn for the individual's and your protection
- a working understanding of the potential consequences of poor practice in relation to the application of standard precautions
- a working understanding of what is and is not a sterile field and how the correct level of cleanliness may be maintained for the clinical activity, the individual and the setting
- a working understanding of specific protection/precautionary measures appropriate to the procedure being carried out and how they should be applied
- a working understanding of your role and the importance of working within your own sphere of competence
- a working understanding of the roles and responsibilities of other team members
- a factual awareness of why questions that are beyond your role or knowledge need to be passed onto the appropriate member of the care team.
- a working understanding of the importance of checking all relevant information and documentation before commencing the preparation of the individual, and the types of information contained within relevant documents e.g. plan of care

Specific healthcare knowledge

- a factual awareness of the anatomy and physiology of the areas of the body affected by the clinical activity being undertaken

Materials and equipment

- a working understanding of the essential resources used in relation to:
- preparing the individual for the clinical activity
- supporting the individual during and following the clinical activity
- a working understanding of safe handling techniques for any equipment and materials used to:
- prepare the individual for the clinical activity
- support the individual during and following the clinical activity
- a working understanding of the importance of preparing resources before you start the activity

Care and support

- a working understanding of the types of support and assistance individuals may require:
- in preparation for the clinical activity to be undertaken
- during and following the clinical activity
- a working understanding of the concerns and worries which individuals or client groups may have in relation to some clinical activities and appropriate ways of responding to these concerns (e.g. Concerns about potential diagnosis)
- a working understanding of why it is important to adjust and/or remove clothing in preparation for certain clinical activities
- a working understanding of the importance of offering verbal and non-verbal support and reassurance to the individual and the methods of doing so
- a working understanding of the importance of keeping the individual informed about what you are doing, the nature of the activity which is about to take place and the clinical activity itself
- a working understanding of the different methods of communication you may have to use in relation to individuals with communication difficulties or differences
- a working understanding of the importance of checking that the individual has complied with any prescribed pre-treatment instructions and possible implications if instructions are not followed
- the types of anxiety, pain, or discomfort which individuals may experience following different procedures and reasons for this
- a working understanding of the importance of monitoring the individual's well-being during and following the clinical activity
- a working understanding of the importance of and reasons for post procedural instructions and the implications of the individual not understanding these or these not being delivered
- a working understanding of the impact on the individual's physiological system of the condition requiring the clinical treatment
- a working understanding of the clinical signs which require the attention of other team members
- a working understanding of signs and symptoms of adverse reactions or contra-indications to the clinical activity being performed

Procedures and techniques

- a working understanding of the correct procedure for preparing the individual for the clinical activity to be undertaken
- a working understanding of correct positioning of the individual for the prior to and for clinical activity being undertaken and the importance of ensuring this is achieved and maintained
- a working understanding of the degree of assistance individuals may need to reach and maintain required positions and the ways in which this may be done (e.g. positioning

aids)

- a working understanding of the problems which may occur during preparation and the appropriate action to take in response including the contra-indications relating to the clinical activity
a working understanding of the problems which may occur during and following the clinical activity and the appropriate action to take in response, including the methods of identifying and responding to common types of adverse reactions to the clinical activity
- a working understanding of safe moving and handling techniques as appropriate to the clinical activity
- a working understanding of the circumstances (procedures and particular individual needs) in which a period of post-procedural recovery is necessary and the factors which should be monitored during this period
- a factual awareness of the circumstances in which there is a clinical need for refreshment and why this is important
- a working understanding of how to arrange transport and escort services for the individual

Records and documentation

- a working understanding of the importance of recording information clearly, accurately and in a systematic manner
- a factual awareness of the types of information which must be recorded in relation to preparation for and supporting individuals within the clinical activity being undertaken
- a factual awareness of the importance of recording information as soon after the event as possible
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC223   **Contribute to moving and handling individuals**

Elements of Competence

HSC223a   Prepare individuals, environments and equipment for moving and handling
HSC223b   Enable individuals to move from one position to another

About this unit[1]
For this unit you will need to be able to move, handle and re-position individuals. You have a responsibility when you assist individuals to move, to do so safely and correctly to ensure your own safety and that of others.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Moving and handling equipment can include: hoists; slides; slide sheets; slings; pillows.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Hazards	Hazards are items with the potential to cause harm.
Individuals	People using health and social care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers individuals and their advocates or interpreters.
Moving and handling	This refers to techniques which enable the worker to assist individuals to move from one position to another. Moving and handling must be consistent with current legislation.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risk	A risk is the likelihood of the hazards potential being realised, it can be to individuals in the form of infection, danger, harm and abuse and/or to the environment in the form of danger of damage and destruction

HSC223a   Prepare individuals, environments and equipment for moving and handling

Performance Criteria

You need to:

1. wash your hands and ensure you are wearing clothing and footwear that is safe for the **moving and handling** of **individuals**
2. prior to moving and handling individuals check the care plan and the moving and handling **risk** assessments
3. assess any immediate risks to individuals
4. where you think there is a risk that you cannot deal with, seek advice from the appropriate people before moving or handling individuals
5. support individuals to communicate the level of support they require
6. where individuals' preferences conflict with safe practice, access support from the appropriate people
7. before you move and handle individuals, ensure that they understand why they are being moved and handled in particular ways and how they can usefully co-operate in the procedure
8. remove potential **hazards** and prepare the immediate environment for the proposed move in agreement with all concerned
9. select agreed moving and handling equipment, and before use you ensure it is safe and clean
10. seek appropriate assistance to enable you to move and handle the individual safely

HSC223b   Enable individuals to move from one position to another

Performance Criteria

You need to:

1. provide **active support** and encouragement for individuals to contribute to the moving process
2. carry out moves and changes of position taking account of individuals' needs, preferences and their advice on the most appropriate methods and equipment
3. use moving and handling methods appropriate to the individual's condition, your personal handling limits and the equipment available
4. move and change individuals' positions in ways which minimise pain, discomfort and friction and maximise the individual's independence, self respect and dignity
5. where you are moving and changing individuals' positions with someone else's help, co-ordinate your own actions with theirs
6. following changes of position, return furniture and fittings to their correct location
7. return moving and handling equipment to its designated location ensuring it is clean, safe and ready for future use
8. wash your hands and ensure your own cleanliness and hygiene after moving and positioning individuals
9. observe, record and immediately report any significant changes in an individual's condition when you are moving them
10. record details of methods of moving and handling which individuals' find acceptable according to legal and organisational requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when moving and handling individuals
- the effect which personal beliefs and preferences may have on individuals' preferences for moving and handling
- why individuals' preferences on the way they are moved and handled should be taken into account
- conflicts which might arise between individual choice, good health, safety and hygiene practices, risk assessments and management and the individual's plan of care and how to deal with these
- how to provide active support and promote individuals' rights, choices and well-being when moving and handling individuals

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when moving and handling individuals
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with moving and handling individuals
  - the management of risk from infection
  - working intimately with individuals
  - moving and handling individuals
- how to access up to date copies of organisational risk assessments for moving and handling specific individuals

Theory and practice

- key changes in the conditions and circumstances of individuals you are moving and handling and actions to take in these circumstances
- different types of equipment/machinery which are available for moving and handling
- factors that need to be taken account of when using moving and handling equipment/machinery
- why is it is important to prepare the environment for moving and handling prior to attempting to move and handle individuals
- why it is important to use safe moving techniques, adhere to risk assessments and other information about moving and handling specific individuals and the possible consequences for the individual, yourself and others if you do not
- potential risks to individuals, those assisting in the moving and handling; others within the environment and the environment itself if moving and handling is not carried out correctly, including procedures prior to, during and after you assist individuals to move
- sources of further help for moving and handling individuals in different health, social or care settings
- why individuals are moved to different positions
- how to co-ordinate action when moving and handling as part of a team
- why individuals should not be dragged and the relationship of this to the prevention of pressure sores
- why the environment should be restored after the change of position
- why it is important to maintain your own cleanliness and hygiene prior to, during and following moving and handling individuals

HSC224   **Observe, monitor and record the condition of individuals**

Elements of Competence

HSC224a   Observe and monitor individuals' conditions
HSC224b   Record and report changes to the appropriate people
HSC224c   Carry out instructions to meet individuals' changing conditions

About this unit[1]
For this unit you need to follow instructions about observing, monitoring, reviewing and reporting on individuals' conditions.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Observation procedures include: written instructions; oral instructions.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have aright to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters.
Observation procedures	Observation procedures that can and should be an integral part of an individual's plan of support or care. They cover the timing and type of observations that need to be carried out for individuals.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Plan of care or Support plan	A plan of care or support plan must be developed and agreed with the individual. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care plan must be adhered to within any health or social care setting.
Rights	The rights that individuals have to:

The rights that individuals have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC224a   Observe and monitor individuals' conditions

Performance Criteria

You need to:

1. examine relevant organisational records about **individuals**' conditions to ensure that you understand how this may affect their behaviour and their physical and emotional state

2. check with appropriate people, records and documents any observations that you are required to make on individuals

3. follow monitoring and **observation procedures** as required by the organisation and within the **plan of care** for the individual you are observing

4. ensure that you observe and monitor individuals in a way that avoids causing them concern

5. observe and monitor the individual's condition to identify:
    - whether their condition is as identified within the plan of care
    - signs and symptoms of change that is not expected
    - serious and immediate changes to the individual's condition

6. take immediate and appropriate action for changes that raise concerns about the individual's health and social well-being

HSC224b   Record and report changes to the appropriate people

Performance Criteria

You need to:

1. identify recording and reporting requirements for individuals

2. record any changes in an individual's condition according to organisational requirements and those within the individual's plan of care

3. follow any precise instructions for recording individuals' conditions that deviate from the normal procedures

4. clarify with the appropriate people, any changes in recording that you are not sure about

5. record changes, ensuring that all details required are completed accurately and according to the organisation's and individuals' recording requirements

6. report any changes that raise concerns immediately and to the appropriate people

HSC224c   Carry out instructions to meet individuals' changing conditions

Performance Criteria

You need to:

1. discuss the outcomes from observations, monitoring and recording with appropriate people

2. work with appropriate people to identify any changes in the care and support for individuals that might be required in light of the observations

3. listen to and take note of any instructions that have been given to address the individual's changing needs and condition

4. clarify and check your understanding of the instructions you have been given

5. follow the instructions you have been given precisely

6. report and record the processes and outcomes from changes made within confidentiality agreements, according to legal and organisational requirements and as required by any specific instructions given

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination and **rights** when observing, monitoring and recording the conditions of individuals
- how to provide **active support** and promote individuals' rights, choices and well-being when observing, monitoring and recording their conditions

Legislation and organisational policy and procedures

- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when carrying out care plan activities
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - o accessing records and information on the specific needs and conditions of individuals
  - o recording, reporting, confidentiality and sharing information, including data protection
  - o observing, monitoring and recording individuals conditions according to their plan of care and needs
- the responsibilities of your manager and others in ensuring that you understand and are correctly observing, monitoring and reporting on individuals' conditions

Theory and practice

- the reasons for observing, monitoring and recording the conditions of individuals and the possible consequences for the individual, yourself and others if you do not carry out these activities according to instructions
- different methods of observing and monitoring individuals and recording the results
- why individuals with particular conditions need to be observed and their observations recorded at specific time and in particular ways
- actions to take and who to contact if there are key changes in the conditions of individuals
- the type of changes in individuals that would give rise for concern
- how to respond to the preferences of individuals if they are in conflict with the activities for which you are responsible
- how to contribute effectively to team work activities when observing, monitoring and recording on an individual's condition

HSC225   **Support individuals to undertake and monitor their own health care**

Elements of Competence

HSC225a   Support individuals when undertaking procedures, treatments and dressings
HSC225b   Support individuals when obtaining specimens and taking physical measurements

About this unit[1]
For this unit you need to support individuals to undertake and monitor their own health care.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Dressings: bandages; sterile dressings; other applications and covers to dress wounds and abrasions.
Key people: family; friends; carers; others with whom individuals have a supportive relationship.
Physical measurements can include: blood pressure; blood sugar levels; temperature; peak flow.
Specimens can be: blood; urine; other bodily fluids that need testing.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Dressings	Different types of coverings to protect wounds and other types of condition.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Physical measurements	These are measurements taken of the physical attributes of the individual.
Rights	The rights that individuals have to:
	• be respected
	• be treated equally and not be discriminated against
	• be treated as an individual
	• be treated in a dignified way
	• privacy
	• be protected from danger and harm
	• be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
	• access information about themselves
	• communicate using their preferred methods of communication and language
Specimens	These are samples of bodily fluids that need to, and can be monitored by individuals
Treatments	Actions and activities that have to, and can be undertaken by individuals to promote their health

HSC225a   Support individuals when undertaking treatments and dressings

Performance Criteria

You need to:

1. encourage **individuals** to use their own abilities and skills when identifying the assistance they require to carry out **treatments** and apply **dressings**
2. advise the individuals and **key people** how to obtain sufficient supplies for the treatments and dressings
3. encourage the individuals and key people to store materials and equipment appropriately and safely
4. prior to undertaking any treatments and dressings, assist individuals and key people to prepare the equipment and environment
5. give and reinforce information, to illustrate and encourage individuals and key people to carry out the activities:
    *   at the appropriate times
    *   using the correct techniques and equipment
6. observe individuals, seek advice and take appropriate action where observed changes may indicate that:
    *   the activity is no longer needed
    *   the activity is causing adverse reactions
    *   the activity needs changing
7. support individuals and key people, to understand the reasons for, and to dispose of waste hazardous and non-hazardous materials safely and hygienically
8. record on activities and outcomes, within confidentiality agreements and according to legal and organisational requirements

HSC225b   Support individuals when obtaining specimens and taking physical measurements

Performance Criteria

You need to:

1. encourage individuals to use their own abilities and skills when identifying the assistance they require to obtain **specimens** and take **physical measurements**
2. prior to obtaining specimens and taking physical measurements, assist individuals and key people to prepare equipment and the environment
3. after obtaining specimens and taking physical measurements, encourage individuals and key people to wash their hands and dispose of waste safely
4. encourage individuals and key people to obtain specimens and take measurements, accurately, at the appropriate times and using the correct techniques and equipment
5. check the timing and interpretation of the measurements made by individuals
6. where measurements are incorrect take appropriate remedial action explaining and illustrating to individuals how to interpret the measurement correctly
7. observe any changes in the individual's condition, seeking advice and taking appropriate action to deal with any changes without delay
8. assist individuals and key people to monitor their own condition, encouraging them to seek advice and support when changes occur
9. support individuals to record the measurements correctly and to store the records safely
10. record activities and outcomes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to undertake and monitor their own health care
- how your own values in relation to the individual's health and hygiene needs might differ from those of individuals and how to deal with this situation
- conflicts that might arise between individual choice, good hygiene practices and the individual's plan for their care and how to deal with these
- how to provide active support and promote the individual's rights, choices and well-being when supporting them to undertake and monitor their own health care

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals with their personal care needs
- current local, UK legislation and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting individuals to undertake and monitor their own health care
  - the management of risk from infection
  - working intimately with individuals
  - hazardous and non-hazardous waste, how it can be disposed of safely
  - safe disposal routines
  - relating to medications and their administration
  - individuals undertaking and monitoring their own health care

Theory and practice
- ways of ensuring the individual has sufficient supplies and the effects which may arise if this is not done
- why and how to explore changes in the individual's condition and in their measurements, possible reasons for such changes and the appropriate actions to take when changes occur
- actions to take for any key changes in the health and medical condition of the individuals with whom you work
- the reasons for taking hygienic precautions and how to do this
- the variety of conditions for which the measurements may be undertaken and the equipment, measurement and materials related to these
- the different ways in which specimens and physical measurements are taken
- how treatments are carried out and how to apply dressings safely
- how to dispose of hazardous and non hazardous waste safely and ways of encouraging individuals to dispose of hazardous and non hazardous waste safely
- ways to support and help individuals:
  - take, test and interpret the results of specimens correctly
  - take and interpret the results of physical measurement correctly
- why it is necessary to keep full, accurate and complete records and how the individual should be encouraged to do so

HSC226   **Support individuals who are distressed**

Elements of Competence

HSC226a   Identify aspects of individuals lives that may cause distress
HSC226b   Work with individuals and others to deal with their distress
HSC226c   Support individuals through periods of stress and distress

About this unit[1]
For this unit you will need to support individuals who are distressed.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Key people: family; friends; carers; others with whom individuals have a supportive relationship.
Stress and distress could be caused by: loss of all types; bereavement; coping with changing conditions; personal crises; having to re-learn existing skills; having to develop new skills and coping strategies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

_____

Active support   Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.

Individuals   People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters.

Key people   Are those people who are key to an individual's health and social well-being. These are people in individuals lives. who can make a difference to their health and well-being.

Others   Other people within and outside your organisation who are necessary for you to fulfil your job role.

Rights   The rights that individuals have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC226a   Identify aspects of individuals lives that may cause distress

Performance Criteria

You need to:

1. seek and acquire information, advice and support to prepare you to work with **individuals** who are distressed

2. support individuals to:
   - identify and communicate their thoughts and feelings about the aspects of their lives that cause distress and frustration
   - communicate the aspects of their lives where the distress is temporary and those that are continuous
   - identify how they usually deal with aspects of their lives that cause distress, and whether these are effective

3. work with individuals in ways that are sensitive to their needs and the subject matter and that acknowledge their experiences, values, abilities, culture and beliefs

4. support individuals who become distressed and frustrated when communicating about aspects of their lives that cause distress

5. seek additional support and take appropriate action when you are unable to support individuals

6. treat any information within confidentiality agreements and according to legal and organisational requirements

HSC226b   Work with individuals and others to deal with their distress

Performance Criteria

You need to:

1. work with individuals and **others** to:
   - examine areas of the individual's life where they and **key people** could make changes to minimise and prevent distress
   - alleviate and remove likely causes of distress
2. in areas where distress is expected, support individuals to deal with the distress, and try to minimise the distress to others
3. where the individuals, and your knowledge of their needs and circumstances, indicate that they may harm themselves, work with them, key people and others to prevent this
4. seek assistance from others when you are unable to deal with the individual's distress
5. work with others to support individuals when additional support is required
6. complete records and reports on the individual's distress and the actions taken within confidentiality agreements and legal and organisational requirements

HSC226c   Support individuals through periods of stress and distress

Performance Criteria

You need to:

1. seek advice to help individuals and key people through troubled, stressful and distressed times
2. seek support and advice to deal with your own thoughts and feelings about the situation and the interactions involved
3. support individuals to:
   - understand that being distressed about aspects of their lives is not unusual
   - communicate their thoughts and feelings about their troubles, stress and distress
   - access information and other resources that may help them through the troubled, stressful and distressed times
   - access and use other support systems where you are unable to provide appropriate support
4. work with individuals who are troubled, stressed and distressed in ways that acknowledge their dignity, culture and beliefs
5. where the individual's behaviour causes concern, take immediate and appropriate action to deal with this
6. offer appropriate support where other people who are disturbed by the individual's expression of stress and distress
7. record and report on events, procedures and outcomes within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals who are distressed
- how your own values in relation to dealing and coping with stress and distress might differ from those of individuals and key people and how to deal with this
- conflicts which might arise between when individuals when key people are distressed and how to deal with this
- how to provide **active support** and promote the individual's rights, choices and well-being when supporting them when distressed

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals who are distressed
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - supporting individuals who are distressed
  - health, safety, assessing and managing risks associated with supporting individuals who are stressed, distressed and frustrated
- the purpose of, and arrangements for your supervision when working with individuals and key people who are stressed, distressed and frustrated

Theory and practice
- actions to take key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances
- common causes of stress and distress
- how stress and distress can affect individuals when undertaking new activities and developing new ways of coping with changes in their lives, needs, conditions and circumstances
- signs and symptoms associated with levels of stress, distress and frustration that indicate specialist intervention generally and specifically for the individuals with whom you are working
- how stress and distress can affect the way individuals communicate
- the impact of stress and distress on key people and others within the care environment in which you work
- methods of supporting individuals to:
  - share with you the aspects of their lives that are troubling them and causing them stress and distress
  - use their strengths, their own potential and that in their network to manage stress and distress
  - cope with stress and distress in a constructive way

HSC227   **Contribute to working in collaboration with carers in the caring role**

Elements of Competence

HSC227a   Contribute to working in collaboration with carers to identify their needs and preferences
HSC227b   Contribute to working with carers to access and use resources, services, facilities and support groups
HSC227c   Contribute to the review of services and facilities for carers

About this unit[1]

For this unit you need to contribute to supporting the needs of carers.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could be: your line manager; other people within and outside your organisation that can provide information to help you to work in collaboration with carers.
Facilities could include: materials and equipment; support and adaptations to the environment; respite care.
Information can be provided: orally; paper based; electronically.
Key people: family; friends; carers; others with whom the individual has a supportive relationship.
Preferred language and communication methods include: the carer's preferred spoken language and the use of signs; symbols, pictures, writing, objects of reference, communication passports, other non verbal forms of communication, and human and technological aids to communication.
Resources could include**:** financial support; physical support; material support i.e. helping with repairs and changes to the material environment.
Services could include: provision of food; provision of additional support; respite care.
Support groups could be: general; specially related to the needs of the carer or the individual for whom they are caring.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Carers	Look after family, partners or friends in need of help because they have a disability. The care they provide is unpaid.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Rights	The rights that carers have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC227a	Contribute to working in collaboration with carers to identify their needs and preferences

Performance Criteria

You need to:

1. develop relationships with **carers** that recognises their role and expertise
2. work with appropriate people to identify relevant and useful information for carers
3. ensure that you understand, and can use and explore any information with carers, using their preferred language and communication methods
4. work with appropriate people to gather information about resources, services, facilities and support groups that are available to meet the needs and preferences of carers
5. work with carers to identify what support is needed by the **individuals** that they care for, to enable the carer to select and use the options they prefer and identify any associated risks
6. follow organisational procedures when you find information that is discriminatory
7. seek additional help where the needs are outside your scope of responsibility and expertise

HSC227b   Contribute to working with carers to access and use resources, services, facilities and support groups

Performance Criteria

You need to:

1. contribute to planning with carers and **others** how carers will access and use resources, services, facilities and support groups
2. work with carers to support them to access the resources, services, facilities and support groups they have identified
3. work with carers and others to support individuals to access and use agreed resources, services, facilities and support groups
4. in agreement with carers, you provide feedback on:
   - any difficulties carers are having in accessing and using agreed resources, services, facilities and support groups
   - any changes in their lives and well-being
   - any risks that have emerged and have to be managed
5. follow organisational procedures when you and carers find any aspect of the agreed resources, services, facilities and support groups discriminatory

HSC227c   Contribute to the review of services and facilities for carers

Performance Criteria

You need to:

1. agree with carers and appropriate people your role and responsibilities in the review and agree the criteria to be used
2. explore with carers which resources, services, facilities and support groups have been helpful and less than helpful
3. identify with carers any changes that are necessary to the resources, services, facilities and support groups and how these may be facilitated
4. provide feedback on the resources, services, facilities and support groups used by carers and the effect these have had on their lives and on the lives of individuals for whom they care
5. work with those involved in the review to identify any changes that have been agreed
6. work with carers and others to implement agreed changes
7. seek additional help where the changes are outside your scope of responsibility and expertise

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting carers to care for individuals
- how to deal with differences in your own values and those of carers
- how to promote the carer's rights, choices and well-being
- how to deal with conflicts which might arise between individuals' and carer's choices and needs

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting carers in their caring role
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting carers
  - supporting carers in the caring role

Theory and practice
- actions to take when there are any key changes in the conditions and circumstances of carers and the individuals they are caring for
- types of possible abuse by carers of individuals, and carers by individuals
- the role and contribution of carers in promoting the health, social, emotional, educational, leisure and recreational needs of individuals
- how to access information about resources, services, facilities and support groups to support the health and well-being of carers and how to work with carers to access selected resources, services, facilities and support groups
- how the support available to carers and the length of time they have been providing care can impact on their health and well-being
- methods of:
  - working that are effective in forming, maintaining, changing and ending relationships with carers
  - working with carers to support them to cope with the conditions that they are likely to face
  - working with carers to understand the importance of meeting their own health, social and emotional needs

HSC228   **Contribute to effective group care**

Elements of Competence

HSC228a   Contribute to group care that supports the physical, social and emotional needs of the group and its members

HSC228b   Contribute to the implementation of group care programmes and activities

HSC228c   Contribute to the assessment of group care

About this unit[1]

For this unit you need to contribute to practice that promotes effective group care as a positive experience where individuals feel valued and safe.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Group care activities could include: recreational and leisure activities; outings and visits; social activities.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, eg domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC228a	Contribute to group care that supports the physical, social and emotional needs of the group and its members

Performance Criteria

You need to:

1. support each **individual** and the group to develop a culture that supports the physical, social and emotional needs of the group

2. work with group members to help them identify and use opportunities for the group to support members' physical, social and emotional needs

3. work with the group to help them to recognise and praise individual contributions that have been helpful to the group

4. support the group and its members to recognise the worth of working together as a group to achieve a purpose

5. enable the group to resolve conflicts themselves without casting out members and harming them emotionally or physically

6. support the group to identify how they will co-operate and work with other groups and how they can enable new members to join and feel part of the group

7. ensure the safety of group members and take action to moderate any adverse effects on individuals within the group

HSC228b   Contribute to the implementation of group care programmes and activities

Performance Criteria

You need to:

1. work with **others** and the individuals to identify how you can contribute to group processes and dynamics
2. identify, with support from others, how group processes and dynamics can help to promote individual growth, development and independence and foster interpersonal skills
3. identify and work with others to identify, techniques and methods for group programmes to promote individual growth, development and independence
4. support individuals to identify:
   - their own needs, wishes and preferences from group programmes
   - how they would like to see group programmes being run
   - activities they would like the group to undertake
5. work with individuals to help them to understand the benefits of group programmes for their personal growth, development and independence
6. support individuals to participate in group programmes
7. identify and help the group to identify, and take action to address any adverse effects on individuals where group participation may give rise to discrimination and exclusion
8. discuss and review with individuals and other relevant people the effects of group programmes on the group as a whole and the individuals within it

HSC228c   Contribute to the assessment of group care

Performance Criteria

You need to:

1. work with others to identify your own and the roles and responsibilities of others within the assessment of group care practice
2. work with others to identify how individuals and **key people** will be involved in the assessment of group care practice
3. support individuals and key people to actively participate in the assessment of group care practices, ensuring that if the individual wishes to remain anonymous, they are able to do so
4. evaluate the processes, effects and outcomes of group care experiences
5. identify and report on aspects of group care practice that are beneficial to the individuals within it and those that could be improved
6. work with others to agree changes required to group care practice and how these should be implemented for the benefit of all within the group care setting

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals within groups and group care settings
- conflicts which might arise between individual choice within groups and group care settings and how to deal with these situations
- how to provide **active support** and promote individuals' rights, choices and well-being in groups and group care settings

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals with their personal care needs
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with working with groups and in group care
  - inclusion of all group members
  - group care practice

Theory and practice
- action to take when you observe any key changes in the conditions and circumstances of individuals with whom you work when participating in group care activities
- principles that underpin group care activities, methods and dynamics
- how to support groups and the individuals within the groups
- how to encourage individuals to participate in group activities
- types of group care activities that are appropriate to the groups with whom you work and group members
- how to develop group care activities that are inclusive and support individuals within group care settings
- factors to consider when evaluating group care practice
- the impact that both positive and negative group living/care experiences have on individuals, group behaviour and cohesiveness
- how to deal with and enable group members to deal with conflicts within groups
- the importance of establishing and maintaining links with the local community and the benefits likely to result from this

HSC229 **Gain access to, and ensure individuals' homes are secure**

Elements of Competence

HSC229a Follow procedures to access and secure individuals' homes
HSC229b Take appropriate action when you cannot access individuals' homes
HSC229c Review procedures for accessing and securing individuals' homes

About this unit[1]
For this unit you will follow and review procedures to access and keep individuals' homes secure, taking appropriate action when you cannot access individuals' homes.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, when using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role**.

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Emergency	Immediate and threatening danger to individuals and others.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters.
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role.
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	A risk is the likelihood of the hazard to occur. It can be to individuals in the form of danger, harm and abuse and/or to the environment by danger of damage and destruction.

HSC229a   Follow procedures to access and secure individuals' homes

Performance Criteria

You need to:

1.   find out about and follow:
- the procedures for accessing **individuals**' homes
- individuals ' preferences about how you access their homes
- any special arrangements or features you need to be aware of when accessing individuals' homes
- any special needs individuals have that you need to be aware of when accessing their homes
- how to identify yourself when you arrive
- inform individuals and **key people** about your visit
- ensure your identification badge is up to date and visible
- follow legal and organisational procedures when:
- keys are lost or stolen
- you identify any **risks** to yourself, individuals, key people and others
- you identify any security risks to the individuals' homes
- you are faced with an **emergency** on entering individuals' homes
- ensure individuals' homes are secure when you leave the premises

HSC229b   Take appropriate action when you cannot access individuals' homes

Performance Criteria

You need to:

1.   when you cannot access individuals' homes, follow organisational procedures to find out if individuals:
     - are not aware of your visit
     - are likely to be out
     - examine other possible reasons for not being able to access individuals' homes
     - make further efforts to access the individual's home
     - follow organisational procedures and arrangements agreed with individuals and key people when you cannot access individuals' homes
     - contact your manager promptly when you cannot access individuals' homes
     - explain the actions you have taken to gain access to individuals' homes and find out the reasons why this has not been possible
     - agree with your manager further actions to be taken and anyone you should contact
     - record and report on incidents and actions taken when you cannot access individuals' homes, within confidentiality agreements and according to legal and organisational requirements

HSC229c   Review procedures for accessing and securing individuals' homes

Performance Criteria

You need to:

1.   support individuals and key people to understand any difficulties you are having in accessing and ensuring the security of individuals homes
2.   provide feedback on access and security difficulties to the appropriate people
3.   work with individuals, key people and **others** to identify:
     - any risks associated with being unable to access and secure individuals' homes
     - how access and security difficulties could be overcome
4.   report to your manager any actions you and others have taken to resolve access and security difficulties
5.   review with your manager, individuals, key people and others changes needed to enable you to access and secure individuals' homes
6.   carry out and report on any agreed changes for accessing and securing individuals' homes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination and **rights** when gaining access to individuals homes

Legislation and organisational policy and procedures

- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for accessing and securing individuals' homes
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - accessing records and information about accessing and securing individuals' homes
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with accessing and securing individuals' homes
  - health, safety and security in the home
  - accessing and ensuring individuals' homes are secure
- how to access up to date copies of the organisation's workplace policies, procedures and systems about accessing and using keys to individuals homes

Theory and practice

- actions to take when, on accessing an individual's home you find any key changes in the condition and circumstances of individuals
- where to go to access information and procedures for accessing and securing the homes of the individuals with whom you work
- the differing access procedures for specific individuals and the reasons for these
- why it is important to:
  - follow procedures for accessing and securing individuals homes and the possible consequences of not doing this
  - wear an up to date identification badge that is visible
  - inform individuals and key people when you will be visiting
- actions to take:
  - when you are unable to access and secure individuals homes
  - when keys are lost or stolen
- reasons why you might not be able to access individuals' homes
- emergencies that may face you when accessing individuals' homes
- how to contribute to reviewing access and security procedures and arrangements with individuals, key people and others

HSC230   **Manage environments and resources during clinical activities**

Elements of Competence

HSC230a   Prepare environments and resources for use during clinical activities

HSC230b   Monitor and manage the environment and resources during and after clinical activities

About this unit
For this unit you need to be able to prepare environments and resources so that they are ready for designated clinical activities and manage the immediate environment and resources used during clinical activities that either you perform yourself or that are led by a registered practitioner. You will be responsible for managing the environment and resources so that they are kept in an effective state while the procedure is taking place, and for reinstating the resources after the event.

You will need to ensure that practice reflects up to date information and policies

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Environmental conditions include: temperature; humidity; ventilation; general and directional light levels.
Procedure can be: routine; specialist
Resources could be: fixed items of equipment; portable items of equipment; consumables; disposable items (e.g. gowns); sterile packs; individual positioning aids; notes
Waste includes: general waste; clinical waste; sharps
Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (e.g. domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standards
GEN6 (Element HSC 230a) and GEN7 (Element HSC 230b)

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Additional protective equipment	Types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes items contaminated with body fluids, chemicals or radionuclides.
	Any pack/item opened and not used should be treated as contaminated.
Monitor	Monitoring refers to the routine maintenance of effective functioning, but does not include carrying out repairs to equipment
Needs of the individuals	Relating to individual characteristics that influence choice and set up of equipment and other resources (e.g. mobility, protection from radiation etc.)
Personal clothing and fashion items	Outer clothes worn from home to work, jewellery, acrylic nails, nail varnish and false eyelashes
Personal protective clothing	Items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

HSC230a   Prepare environments and resources for use during clinical activities

Performance Criteria

You need to show that:

1. you gather together all essential resources in advance of the procedure

2. you check and confirm that all resources are in a suitable, safe condition for the procedure to be carried out

3. you dispose of any damaged or out of date items in an appropriate safe place in accordance with local procedures

4. you handle resources safely, correctly and hygienically

5. you set up and prepare resources in the appropriate manner and time for the activity to be carried out and the needs of the individual

6. you confirm that sufficient and necessary forms for record taking are available for immediate use

7. you correctly apply standard precautions and other relevant health and safety measures appropriate to the setting and the procedure

8. you make sure that environmental conditions within the immediate environment are set to appropriate levels to maintain individual comfort throughout the procedure

9. you position the equipment:
    - correctly for the requirements of the procedure
    - to reduce risks

10. you promptly investigate any problems with the environment and resources and report any which you cannot solve to the relevant person to deal with them

HSC230b　　　Monitor and manage the environment and resources during and after clinical activities

Performance Criteria

You need to show that:

1.　you apply **standard precautions** for infection control and take other appropriate **health and safety measures**

2.　you operate equipment:

- correctly for the procedure concerned

- safely and in a manner that is consistent with manufacturers' instructions and local procedures

3.　you handle all resources in a safe manner, consistent with infection control techniques and other statutory requirements appropriate to the procedure and setting

4.　you regularly **monitor** environmental conditions and maintain them at the correct levels to ensure individual comfort and as required by the procedure

5.　you monitor the operation of equipment regularly and confirm it is in good working order

6.　where faults or breakdowns occur in equipment during use, you take appropriate action to remedy or minimise damage to resources and ensure the safety of the individual

7.　you monitor consumable materials used in the clinical activity correctly and safely, and replenish and replace in accordance with protocols

8.　you clean fixed items effectively after use with the appropriate materials

9.　you return re-opened unused and surplus resources to the correct location for storage

10.　you clean re-useable items effectively after use and make them safe prior to sterilisation

11.　you handle and dispose of wastes and by-products in a safe manner using the correct, designated waste routes

12.　you deal promptly safely and effectively with any problems that are within your scope of practice

13.　you report any problems with resources or the environment that you cannot solve to the relevant person to deal with them

14.　you produce accurate, legible and complete records of maintenance activities

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- a working understanding of the policies and guidance which clarify your scope of practice and the relationship between yourself and the practitioner in terms of delegation and supervision

Legislation and organisational policy and procedures

- a factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to:
- health, safety and infection control
- the handling of equipment and other resources
- accountability and responsibility for checking, monitoring and managing equipment and other resources, including vicarious liability
- a working understanding of your responsibilities under the current European and national legislation, local policies and protocols on your actions within the care environment

Theory and practice

- a working understanding of the importance of wearing protective clothing when dealing with hazardous substances, the type of personal protective equipment which should be used and how to use it effectively
- a working understanding of the different types of waste and by-products generated by the activity and the appropriate methods of handling and disposal for each
- a working understanding of the importance of following standard precautions relevant to the clinical activity and the protective clothing which may be worn for the individual's and your protection
- a working understanding of the potential consequences of poor practice in relation to the application of standard precautions
- a working understanding of what is and is not a sterile field and how the correct level of cleanliness may be achieved for the clinical activity, the client and the setting
- a factual awareness of why it is necessary for actions to be taken relating to the control of infection
- a working understanding of your role and the importance of working within your own sphere of competence
- a working understanding of the roles and responsibilities of other team members
- a working understanding of the importance of selecting and preparing resources according to the individual's plan of care
- a working understanding of the importance of having all resources ready before starting the procedure

Materials and equipment

- a working understanding of the essential resources required for the activity including any **personal protective clothing** needed for yourself and/or the individual
- a working understanding of the clinical activity to be undertaken and the importance of preparing and setting out essential resources safely and efficiently
- a working understanding of the types of essential resources which are sensitive to environmental changes and how this affects their storage and use
- a factual awareness of the nature and function of equipment used and how to check whether or not it is functioning correctly

- a working understanding of how to set up and prepare equipment including any adjustments which are specific to an individual's needs
- a working understanding of the procedures to be performed and the equipment and materials to be used that relate to these
- a working understanding of the importance of ensuring consumables of the correct quality and quantity are available throughout the activity
- a working understanding of the operational characteristics of equipment and materials used and how to recognise when thee are not of the required quality

Care and support

- a factual awareness of the environmental conditions appropriate for the type of clinical activity to be undertaken
- a factual awareness of how to adjust environmental conditions in order to maintain the individuals comfort

Techniques and procedures

- a working understanding of the procedures and techniques associated with the preparation of the environment and resources for use during the clinical activity
- a working understanding of the procedure to be followed and the environmental conditions and resources which it requires
- a working understanding of the importance of handling resources safely and correctly and how to do so
- a factual awareness of the methods for ensuring all resources to be used during the clinical activity (including electrical equipment) are in a suitable and safe condition and the extent of the your responsibility for this, in line with local health and safety guidelines
- a working understanding of what procedures you are permitted to undertake when problems arise with equipment or resources and when you must refer the problem to others
- a working understanding of the relevant person to whom you should refer problems with the environment and/or resources
- a factual awareness of the correct procedure for reporting problems or faults with resources
- a working understanding of possible sources of infection
- a working understanding of what actions you should take during and after a procedure to control the risks of infection
- a working understanding of how to confirm that equipment (including electrical) is safe for use - and the extent of the worker's responsibility for this, in line with local health and safety guidelines
- a working understanding of methods of controlling infection
- a working understanding of methods for safely handling instruments, equipment and materials
- a working understanding of how the correct level of cleanliness may be maintained
- a working understanding of the correct way to store instruments and equipment used in the procedure
- a working understanding of the procedures for packing used instruments
- a working understanding of methods used to replenish, maintain and clean equipment and why it is important to regularly replenish and replace supplies
- a factual awareness of the optimum frequencies at which monitoring of resources should take place

Records and documentation

- a working understanding of the types of records and documentation which may be required for the clinical activity and how they should be prepared
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff
- a working understanding of the types of information that must be recorded within

maintenance documentation and the importance of completing it as near as contemporaneously as possible

HSC232   **Protect yourself from the risk of violence at work**

Elements of Competence

HSC232a   Help to diffuse a potentially violent situation
HSC232b   Review your involvement in the incident

About this unit
For this unit you need to be able to calm potentially dangerous situations by minimising actions or words that may trigger violent behaviour and showing respect for people, their property and rights. It is about responding to a situation by trying to calm it down and, when appropriate, leaving a threatening situation safely. It is also about reviewing the incident for recording and monitoring purposes.

This unit is imported from Prevention and Management of Work-Related Violence Unit WRV2 and the National Occupational Standards

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Relevant persons	A person named in the organisation's procedures as having responsibility for dealing with reports and incidents of violence at work
Risk	The likelihood that the worker will be subjected to violence at work
Service Users	Examples are: Patients, clients, passengers, customers, detainees, the public, parents, carers
Triggers of violent behaviour	Triggers of violence are factors that might prompt violence occurring. They can be categorised in four different types:

- Temporary personal factors – for example, the service-user (see below) being uncomfortable from a lack of food, warmth, light or presenting challenging behaviour whilst under the influence of drink or drugs, or

- Persistent personal factors such as having a difficulty or disability which prevents normal communication, movement or behaviour, or

- Temporary environmental factors such as a hot, noisy, crowded room, poor work dynamics in terms of furniture layout, etc, or

- Persistent environmental factors such as too much being expected of the service-user or that the quality of the service consistently does not meet the required standards of the user

Violence	Violence is manifested as incidents where persons are abused, threatened or assaulted in circumstances relating to their work, involving an explicit or implicit challenge to their safety, well-being or health. This definition is taken to include verbal abuse or threat, threatening behaviour, any assault (and any apprehension of unlawful violence), and serious or persistent harassment, for any reason, and extends from what may seem to be minor incidents to serious assault and murder, and threats against the worker and/or their family

HSC232a   Help to diffuse a potentially violent situation

Performance Criteria

You must show that:

1. you maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour
2. you maintain a safe distance and avoid physical contact if possible
3. you communicate with those presenting unacceptable behaviour in a way that:
   - shows respect for them, their property and their rights
   - is free from discrimination and oppressive behaviour

HSC 232b   Review your involvement in the incident

Performance Criteria

You must show that:

1. you review the sequence of events leading up to the incident
2. you discuss with **relevant people** whether organisational procedures helped or hindered the incident
3. you complete records in accordance with organisational requirements about:
   - your actions at the time of the incident
   - the circumstances and severity of the incident
   - the measures taken to protect you and other people
   - action taken to try to calm the situation down
4. you assess the organisation's and your own risk assessment relevant to your activities and assess their adequacy for dealing with similar incidents
5. you make recommendations to the relevant people for reducing the risk of further similar incidents
6. you identify areas where you would benefit from training
7. you contribute to good practice by sharing relevant non confidential information with other people in similar job roles which could help reduce incidents of violence
8. you make use of available support and advice to help alleviate any incident-related health problems where appropriate

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- the importance of showing respect for people, their property and rights and how to do so
- how to avoid behaviour or language that may indicate you are being discriminatory or oppressive

Legislation and organisational policy and procedures
- your legal duties for ensuring your well-being, safety and health in the workplace as explained by relevant legislation for health and safety at work
- your job role, responsibilities and limitations
- your organisation's procedures for dealing with violent behaviour

Theory and practice
- your own capabilities and limitations in terms of protecting yourself in potentially violent situations
- when it is appropriate and possible to maintain a safe distance and avoid physical contact
- how to interpret simple body language and the importance of acknowledging other people's personal space
- the importance of remaining alert to triggers of violent behaviour
- the importance of planning how you will leave a situation if there is a physical risk including identifying where the nearest exit routes are
- the main signs that a situation could escalate to violent behaviour and how to recognise these
- when to leave the scene of the incident, seek help and safe techniques for leaving the situation
- the types of action and behaviour you can use to calm situations
- the importance of having the opportunity to talk to someone about the incident afterwards
- the reports that have to be made and the records that have to be kept about a potential or actual incident of violence
- methods of effective communication

HSC233   **Relate to, and interact with, individuals**

Elements of Competence

HSC233a   Identify individuals' relationship needs
HSC233b   Develop effective relationships
HSC233c   Monitor and alter relationships to meet changing needs

About this unit[1]
For this unit you need to be able to identify the relationship needs of individuals, develop effective relationships with them and monitor and alter the relationships to meet changing needs.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: individuals 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.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing. E.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger, harm and abuse
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- to communicate using their preferred methods of communication and language

HSC233a   Identify individuals' relationship needs

Performance Criteria

You need to:

1. identify any issues that you need to take account of when meeting and forming relationships with **individuals**

2. support individuals to communicate their needs and preferences about the relationships they wish to have with you

3. listen to and respect the views, expertise and experience of individuals

4. treat individuals fairly and do not discriminate nor disadvantage them in any way

5. make clear to individuals the boundaries of your job role and the time you can spend with them

6. work with individuals to set appropriate boundaries for your relationship with them

7. agree with individuals the type of relationship you are able to have with them, taking account of:
    - your role
    - the tasks you will be undertaking with and for individuals

8. identify potential areas of conflict and report these to the appropriate people

9. treat information accessed, given and acquired about individuals confidentially and according to legal and organisational requirements

HSC233b   Develop effective relationships

Performance Criteria

You need to:

1. develop relationships with individuals and **key people** that balance the individuals needs and preferences with the requirements of your job
2. listen to individuals and show, by the way you behave that you have heard and taken account of individuals' views
3. respect the views, expertise and experience of individuals, ensuring that you treat them fairly and do not discriminate nor disadvantage them in any way
4. develop the trust of individuals by being honest about:
   - the service you and your organisation can provide
   - the type and boundaries of the relationship you can have with them
   - how any information may be shared with individuals, key people and others
   - any legal and organisational requirements
   - any activity you cannot undertake for individuals, always giving reasons for this sensitively
5. interact with individuals in ways that empower them to oversee planning, implementing and reviewing the service you are providing
6. work with individuals to resolve conflicts and agree a way forward in the relationship
7. record and report any relationship issues within confidentiality agreements and according to legal and organisational requirements

HSC233c   Monitor and alter relationships to meet changing needs

Performance Criteria

You need to:

1. support individuals, key people and others with whom you work to identify any changes in your relationship with the individuals and the reasons for this
2. identify and deal sensitively with individuals when changes in your relationship with them might cause conflict and distress
3. work with individuals, key people and others with whom you work to make relationship changes which may include the need to end the relationship
4. communicate to individuals and key people:
   - any changes that are being made
   - the reasons for the changes
   - what the changes may mean to them
5. make changes to relationships in ways that take account of the disruption this may cause to:
   - individuals and key people
   - the activities you will be undertaking
6. treat information about individuals confidentially and according to legal and organisational requirements
7. record and report changes made and any effect this might have on the individual within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination and **rights** when relating to, and interacting with individuals
- the ways health, social or care values may differ from those of the individuals you are working with
- how to interact with individuals and form relationships that provide **active support** and promote the individual's rights, choices and well-being

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when relating to and interacting with individuals
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - relating to and interacting with individuals

Theories and practice

- factors and conditions that may affect the type of relationship that you can have with individuals
- how to identify, and the actions to take when you identify key changes in the conditions and circumstances of individuals
- how to form, maintain and disengage from relationships with individuals
- the communication and listening skills necessary to relate to and interact effectively with individuals
- how to monitor and make changes to relationships that will cause the minimum disruption
- barriers to relationships and effective interactions, generally and specifically with the individuals with whom you work

HSC234	**Ensure your own actions support the equality, diversity, rights and responsibilities of individuals**

Elements of Competence

HSC234a	Respect the rights and interests of individuals
HSC234b	Treat everyone equally and in ways that respects diversities and differences
HSC234c	Act in ways that promote the individual's confidence in you and your organisation

About this unit[1]
This unit applies to everyone working in health, social or care settings. It contains the underpinning values and principles that must be demonstrated in every aspect of your daily work with individuals, key people and others.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Declared interests may be: knowledge and relationship with the individual or others; vested interests; past experiences that might affect the way you work with the individuals etc.
Key people: family; friends; carers; others with whom individuals have a supportive relationship.
Preferred methods of communication and language: individuals 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.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC234a   Respect the rights and interests of individuals

Performance Criteria

You need to:

1. respect the dignity and privacy of **individuals**
2. provide **active support** to enable individuals to participate and to manage their own lives
3. respect and promote the views and wishes of individuals, **key people** and **others**
4. assist and give appropriate support to enable individuals to understand and exercise their **rights**
5. promote the independence of individuals
6. support the rights of individuals to:
    - access information about themselves
    - communicate using their preferred method of communication and language
    - make informed choices and decisions about their lives and well being
    - make informed decisions about taking and managing potential and actual risks
    - regain and retain their potential to manage their lives
    - access advocacy services
7. support individuals to make compliments and complaints
8. acknowledge conflicts between the individuals right to make choices and their responsibilities to others
9. seek appropriate support when there are conflicts between the individuals' rights and responsibilities

HSC234b   Treat everyone equally and in ways that respects diversities and differences

Performance Criteria

You need to:

1. respect the dignity and privacy of individuals
2. respect and promote the views and wishes of individuals, key people and others
3. treat and value each person as an individual
4. respect the individual's diversity, cultures and values
5. work in ways that:
    - recognise the individual's beliefs and preferences
    - puts the individual's preferences at the centre of everything you and others for whom you are responsible do
    - acknowledge the diversity of individuals
    - do not discriminate against any individual
    - do not condone discrimination by others
6. provide active support to enable individuals to participate to their utmost abilities
7. challenge behaviours and practice that discriminate against individuals
8. seek advice when you are having difficulty promoting equality and diversity

HSC234c   Act in ways that promote the individuals' confidence in you and your organisation

Performance Criteria

You need to:

1. act in ways that are consistent with the law, regulation and organisational procedures
2. ensure that you do not act in any way that may make individuals feel inferior
3. ensure you are honest, trustworthy, reliable and dependable
4. communicate in appropriate, open, accurate and straightforward ways
5. explain the organisation's policies on confidentiality and complaints
6. maintain clear, accurate and up-to-date records
7. respect individuals' rights to confidentiality of information, within organisational procedures
8. disclose information only to those who have the right and need to know
9. ensure proof of identify and right to access before disclosing any information
10. honour your work commitments and when this is not possible, explain why
11. declare interests when they might influence your judgements and practice

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements, policies, procedures and guidance on:
  - equality, diversity, discrimination, rights, confidentiality and sharing of information
  - ensuring your actions and those of others support the equality, diversity, rights and responsibilities of individuals
- the culture and values within the environment in which you work
- principles that enable you to work in ways that:
  - place individuals' needs and preferences at the centre of everything you do
  - provide active support for individuals to participate to the best of their abilities
- the ways your own values, those of the sector and those of individuals, key people and others may differ, the effects such differences may have and any conflicts the differences may cause
- conflicts that may occur between individuals' right to make choices and their responsibilities to others
- ways of working that support equality and diversity and are effective when dealing with, and challenging discrimination

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others valuing and respecting individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - on valuing and respecting individuals
  - for making and receiving comments and complaints

HSC235   **Enable individuals to negotiate specific environments**

Elements of Competence

HSC235a   Support individuals to assess their ability to negotiate specific environments
HSC235b   Support individuals to negotiate specific environments
HSC235c   Observe and contribute to the evaluation of programmes

About this unit[1]
For this you need to support individuals to negotiate specific environments effectively.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Aids may include**:** walking sticks; walking frames; wheel chairs; guide dogs.
Communicate using individuals 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.
Environments: indoor areas such as home or work; outdoor areas especially routes regularly used and social environments where people wish to pursue their interests.
Key people: family; friends; carers; others with whom individuals have a supportive relationship.
Obstacles could include: plants; vehicles; doors; stairs; furniture.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Aids	A range of aids that will enable an individual to negotiate specific environments that are key to their independence.
Environments	The areas in which people wish to be able to travel and move around in independently.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Obstacles	Physical impediments to safe independent travel such as fixed and or movable objects
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC235a	Support individuals to assess their ability to negotiate specific environments

Performance Criteria

You need to:

1. support **individuals** to communicate their preferences, skills and abilities to negotiate **environments**, taking account of their specific needs and any **aids** that are required

2. identify and access appropriate information and advice that will help you to work with individuals to assess their skills and abilities to negotiate specific environments

3. assess, and support individuals to assess the risks involved in finding their way around specific environments

4. support individuals and **key people** to identify:
    - existing support networks
    - additional support required

5. identify, and support individuals to identify barriers that are unique to them

6. seek additional support for assessments outside your competence

7. record and report assessments and within confidentiality agreement and according to legal and organisational requirements

HSC235b   Support individuals to negotiate specific environments

Performance Criteria

You need to:

1. support individuals to carry out the agreed activities, taking account of their needs and preferences
2. support individuals to:
    - use and improve what they have learned
    - identify and explore barriers to progress
3. support individuals to adapt their existing skills to enable them to negotiate specific environments
4. give positive and constructive feedback to individuals when they are carrying out the activities
5. encourage individuals when they are having difficulties
6. seek and acquire additional help and advice for any problems that you are not competent to deal with
7. support individuals and key people to identify other activities and help that could assist the individuals to negotiate specific environments

HSC235c   Observe and contribute to the evaluation of activities

Performance Criteria

You need to:

1. seek and obtain feedback from individuals, key people and **others** about:
    - the support you have given
    - the activities the individuals have undertaken
    - the effectiveness and usefulness of the activities
2. observe individuals, note progress, and check with individuals and others, that your observations are accurate
3. work with individuals to evaluate their progress and identify anything that could help them
4. provide feedback on your observations to the appropriate people, indicating where changes could be made to help individuals progress
5. seek and acquire additional help and advice in areas where you are not competent
6. record and report on the observations, evaluations and outcomes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting individuals to negotiate specific environments
- how to provide **active support** and promote the individual's rights, choices and well-being when supporting them to negotiate specific environments
- how to maximise the individual's input into the development of programmes to enable them to negotiate specific environments

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to negotiate specific environments
- current local, UK legislation and organisational requirements, procedures and practices for:
  - o accessing records and information
  - o recording, reporting, confidentiality and sharing information, including data protection
  - o health, safety, assessing and managing risks associated with supporting individuals to negotiate specific environments
  - o enabling individuals to negotiate specific environments

Theory and practice
- the types of injuries, disabilities, illnesses and other factors for people needing to be supported to learn how to negotiate specific environments
- the type of aids that are available to meet individual needs
- the type of obstacles that individuals will need to negotiate to assist them, as far as they are able, to maintain their independence within specific environments
- health and safety issues and potential hazards and risks when supporting individuals to negotiate specific environments
- how to support the development and evaluation of individualised programmes taking account of the needs, circumstances and preferences of individuals
- how to identify and set up environments to meet individual needs, circumstances and preferences and to minimise and manage risks
- how to support individuals safely and ways of helping individuals to negotiate and minimise hazards and risks in different environments
- actions to take when you observe key changes in the condition and circumstances of individuals

HSC236   Receive and store medication and products

About this unit
For this unit you need to be able to receive and store medications and products in a variety of settings, such as hospitals and nursing and residential homes. The medication and products may be from a number of different sources including the individuals who have been prescribed the medication, and from pharmacy.
The storage of medication includes stock rotation, maintaining suitable conditions and disposing of out of date stock.
It does not include the storage of Controlled Drugs.

You will need to ensure that practice reflects up to date information and policies.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate documents include: individuals' records; stock books; order requisitions
Medication and products may include: oral medication (tablets and liquids); inhaled medication; eye; nasal and ear preparations; rectal/vaginal preparations; topical (e.g. creams, ointments); injections; self remedies.
Relevant staff include: person in charge; nurse; ward manager; home manager; social worker; pharmacist (hospital or community).
Standard precautions including: hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.
Storage conditions include: room temperature; refrigerated (i.e. 2-8 degrees); secured (e.g. in locked cupboard); in-patients secured locker - for self administration purposes)

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (e.g. domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit imported from Health CHS1 and is directly transferable to Health national occupational standards

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Additional protective equipment	Types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes: items 'contaminated' with body fluids, chemicals or radionuclides. Any pack/item opened and not used should be treated as contaminated
Individual	Adults and/or children in any care setting
Medication	Any medication, including homeopathic and herbal, prescribed for or bought over the counter by, or for, the individual
Personal protective clothing	Items such as plastic aprons, gloves - both clean and sterile, eyewear, footwear, dresses, trousers and shirts and all in one trouser suits and gowns. These may be single use disposable clothing or reusable clothing
Standard precautions	A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to:

1. apply **standard precautions** for infection control and take other appropriate **health and safety measures** when receiving medicines and products

2. work within your remit and responsibility

3. ensure the **individual** understands the need to inform you of any medication they may have

4. ensure the safety of the individuals' medication and care by asking them to hand them over to you for reference to by other staff, and for safe storage

5. record all medication and products received from individuals in the **appropriate documents**

6. tell the individual what will happen to their medication and products

7. you inform other **relevant staff** about the **medication** and products received from individuals prior to storage

8. store all medication and products immediately in the appropriate place in line with legal and organisational requirements and record all actions

9. ensure that storage conditions are correct for the type of medicine and are in accordance with the manufacturers recommendation

10. handle all medication safely in accordance with manufacturers instructions and adhering to health and safety practices

11. check any stock you have received from other sources such as pharmacy against the appropriate documents and make the appropriate recordings

12. rotate stock following agreed procedures, referring to dates of prescription and expiry and dispose of out of date stock or unwanted stock in accordance with the legal and organisational requirements

13. inform the relevant staff:
    - if you identify a problem with the storage of medication or products
    - when stocks of medication and products are low and need replenishing

14. you record all activities in the appropriate documents clearly and accurately

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- a factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to receiving and storing medication and products
- a working understanding of your responsibilities and accountability in relation to the current European and national legislation and local policies and protocols

Theory and practice
- a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- a working understanding of the various methods of good practice and general hygiene in respect of yourself and storage facilities
- a working understanding of the different places and environmental conditions required for the storage of medication, including why some medications require special storage conditions and others do not
- a working understanding of the importance of not overfilling drug fridges to allow air to circulate freely

Materials and equipment
- a working understanding of some categories of medication such as "over the counter" and "prescription only"
- a working understanding of the types of problems which may occur during the storage of medication and the appropriate action to take

Procedures and techniques
- an in-depth understanding of the safe methods of handling medication and products
- an in-depth understanding of the procedures for the disposal of out of date, damaged or part used medication and the relevant record keeping
- a working understanding of the consequences of acting outside the limits of your role and competence

Records and documentation
- a working understanding of the need to record information in connection with medication storage and security
- a working understanding of the importance of keeping full and accurate records and the consequences if this is not done
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC237   Obtain and test capillary blood samples

About this unit
This unit covers the collection of capillary blood samples, using either manual or automated lancets, testing of the sample where this is required or sending it elsewhere for laboratory testing. Samples may include those for blood sugar determination, haemoglobin levels and Guthrie testing of the new born.

You will need to ensure that practice reflects up to date information and policies

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Adverse reaction/event may include: anxiety/fear; pain; re-bleed; haematoma; nerve damage
Appropriate staff member may include: registered nurse; midwife; health visitor; doctor; social worker
Materials and equipment for: preparing and caring for the sampling site; obtaining the sample; such as manual and automated lancets; capillary devices; blood sugar monitors; slides; testing the sample; recording results; labeling; single use; multiple use
Packaging includes: bio- hazard bags; trays; sample racks
Settings may include: clinical environments (e.g. wards and clinics); non-clinical environments (e.g. individual's home, blood collection venues)
Standard precautions and health and safety measures including: hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures
Tests can be carried out: electronically; non-electronically

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (e.g. domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is imported from Health BDS2 and is directly transferable to Health national occupational standards

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes: items 'contaminated' with body fluids, chemicals or radionuclides. Any pack/item opened and not used should be treated as contaminated
Individual	The person from whom the capillary blood sample is being obtained
Personal protective clothing	Includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection including: hand washing/cleansing before during and after the activity; the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to:

1. apply **standard precautions** for infection control any other relevant **health and safety measures**

2. select and prepare the site for obtaining the capillary blood sample immediately before the blood is obtained, in line with organisational procedures

3. obtain the required amount of blood of the required quality, using the selected materials and equipment into the container(s) and/or onto the appropriate strips or slides, in the correct order and in a manner which will cause minimum discomfort to the **individual**

4. take appropriate action to stimulate the flow of blood if there is a problem obtaining blood from the selected site, or choose an alternative site

5. apply pressure to the puncture site following completion to encourage closure and blood clotting

6. promptly identify any indication that the individual may be suffering any adverse reaction/event to the procedure and act accordingly

7. label the sample, if it is not to be tested immediately clearly, accurately and legibly, using computer prepared labels where appropriate

8. place sample in the appropriate packaging, ensure the correct request forms are attached and put in the appropriate place for transport or storage

9. ensure immediate transport of the sample to the relevant venue when blood sampling and investigations are urgent

10. document all relevant information clearly, accurately and correctly in the appropriate records

11. **test** the blood sample correctly when appropriate, using the appropriate method, in line with organisational procedures

12. recognise and interpret results accurately or pass them onto an appropriate staff member for interpretation

13. record results fully and accurately in the appropriate manner and place and report to the appropriate staff member

14. give clear and accurate information to the individual about the results of tests, if available and within the limits of your responsibility

15. respond to questions from the individual clearly and accurately in an appropriate manner, level and pace or refer them to an appropriate staff member

16. ensure that the individual is informed if any further action is required/the next stage in the process

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- a working knowledge of the importance of obtaining positive confirmation of individuals' identity and consent before starting the procedure, and effective ways of getting positive identification
- a working understanding of confidentiality and the measures taken to ensure it is appropriately maintained

Legislation and organisational policy and procedures
- a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to obtaining and testing capillary blood samples
- a working knowledge of your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols

Theory and practice
- a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- a working understanding of how infection is spread and how its spread may be limited, including how to use or apply the particular infection control measures needed when working with blood

Anatomy and physiology
- a factual awareness of the structure and purpose of capillary blood vessels
- a factual awareness of blood clotting processes and factors influencing blood clotting
- a working understanding of the normal or expected results for particular tests and therefore what constitutes an abnormal result

Care and support of the individual
- a factual awareness of the different reasons for obtaining capillary blood samples taken
- a working understanding of the concerns that individuals may have in relation to capillary blood sampling
- a working understanding of the sites which can be used for capillary sampling and what the factors that need to be considered in selecting the best site to use (including the individual's own preference)
- a working understanding of why it is important to clean the sites from which you will obtain samples, and the appropriate ways of doing this
- a working understanding of the limits of your role and the circumstances in which you would need to refer to another person
- a working understanding of the contra-indications which indicate that capillary sampling should be stopped and advice sought
- a working understanding of what is likely to cause discomfort to individuals during and after the collection of capillary blood samples, and how such discomfort can be minimised
- a working understanding of what can cause problems in obtaining capillary blood samples, what can be done to stimulate blood flow and when another site should be

used

- a factual awareness of the common adverse reactions/events which individuals may have to blood sampling, how to recognise them and action(s) to take if they occur

Materials and equipment

- a working understanding of the equipment and materials are needed for capillary blood sampling and testing
- a working understanding of the sorts of equipment and materials which are sensitive to environmental changes and how this affects their storage and use
- a working understanding of which equipment and instruments are re-usable and which must be discarded after one use
- a factual awareness of the different types of containers/slides which are used for collecting capillary blood samples
- a factual awareness of the types of samples which have particular packaging, storage and transfer requirements and what these requirements are
- a working understanding of how and when to label samples

Procedures and techniques

- a working understanding of the importance of ensuring sites for capillary blood sampling are cleaned effectively, and how and when this should be done
- a working understanding of the process and procedure for obtaining capillary blood samples, including the correct sequence of actions
- a working understanding of the factors involved in the procedures which could affect the quality of the blood
- a working understanding of the importance of collecting capillary blood samples of the right quality, and how to achieve this
- a working understanding of the complications and problems may occur during the collection of capillary blood samples, how to recognise them and what action(s) to take
- a working understanding of how to perform relevant tests

Records and documentation

- a working understanding of how to record test results, and the importance of clear and accurate documentation
- a working understanding of the information that needs to be recorded on labels and other documentation when sending capillary blood samples to the laboratory
- a working understanding of the importance of completing labels and documentation clearly, legibly and accurately, and the possible consequences of confusing (muddling) samples or incorrect labelling
- A working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC238   Obtain and test specimens from individuals

About this unit
For this unit you need to be able to obtain specimens, test some specimens in the work area, and forward some specimens for laboratory investigation. Specimens include: urine, including via catheter and mid-stream specimens, faeces, sputum, exudates, saliva, breath, aspirates, semen and skin scraping.

Collection of blood specimens is not included. This is covered in other units.

You will need to ensure that practice reflects up to date information and policies.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Adverse reactions may include**:** fainting; feeling unwell; pain; discomfort
Clinical specimens may include specimens for: histology; haematology; microbiology; cytology; biochemistry
Equipment may include: swabs; receivers; cleaning solutions; specimen/sample containers; slides; gloves; request forms; clinical waste bags; needles; syringes
Specimens include: urine, including via catheter and mid-stream specimens; faeces; sputum; exudates; wound exudates; saliva; breath; aspirates; semen; skin scraping
Standard precautions and health and safety measures including: hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (e.g. domiciliary, residential care, hospital settings) and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

This unit is imported from Health CHS7 and is directly transferable to Health national occupational standard

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

_____

Additional protective equipment	Types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes: items 'contaminated' with body fluids, chemicals or radionuclides. Any pack/item opened and not used should be treated as contaminated
Individual	The person from whom the specimen will be collected, in the context of this unit that could be an adult or child
Personal protective clothing	Items such as plastic aprons, gloves - both clean and sterile, eyewear, footwear, dresses, trousers and shirts and all in one trouser suits and gowns. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection including: hand washing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to:

1. apply **standard precautions** for infection control and take other appropriate **health and safety measures**

2. explain the procedure to the **individual** at the appropriate level and pace, and support them to provide the **specimen** themselves

3. provide the individual with the necessary and appropriate containers

4. you answer any questions from the individual accurately and promptly according to your role and responsibilities, passing on questions to other staff when the request is out of your remit

5. stop the procedure if the necessary preparations have not been followed by the individual or staff

6. obtain **specimens** from individuals when they cannot do this themselves, and place them in the appropriate container

7. recognise and report without delay any condition or behaviour which may signify **adverse reactions** to the procedure, halt the procedure and take the appropriate action

8. ensure privacy and dignity at all times, taking into account the individuals ethnic and religious background which might influence certain aspects of collecting specimens and ensure specimens are collected in the correct order, where necessary

9. label **specimens** correctly, attach the relevant documentation, place in the relevant bio-hazard bags, and put them in the correct place for storage, collection or transportation

10. record any problems in obtaining the specimen and tell the appropriate member of the care team without delay

11. when required, test **specimens**, using the correct process for the investigation to be performed, and according to the **specimen** being tested

12.   report immediately any findings which are outside of normal ranges and which demand urgent attention and your findings according to your role and the individuals care plan

13.   reassure and inform the individual of the results of the tests according to their needs and the care plan or pass this on to other staff members if this is beyond your role and responsibility

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures

- a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to obtaining and testing specimens
- a working understanding of your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols

Theory and practice

- a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- a working understanding of the importance of applying standard precautions and the potential consequences of poor practice

Anatomy and physiology

- a working understanding of the basic anatomy and physiology relevant to type of specimen collections, including the:
- gastro-intestinal tract
- genito-urinary tract
- skin
- respiratory system

Care and support

- a working understanding of the importance of giving clear explanations to individuals to enable them to collect their own specimens when appropriate
- an in-depth knowledge of why it is essential to maintain the individuals' confidentiality
- a working understanding of the possible adverse effects that may occur when collecting specimens
- a working understanding of how to respond in the event of an adverse effect

Materials and equipment

- a working understanding of materials and equipment required for collecting the specimen
- a working understanding of materials and equipment required for testing specimens in the work area
- a working understanding of the different types of container, transport media and request forms for specimens for: histology, haematology, microbiology, cytology and biochemistry

Procedures and techniques

- a working understanding of the types of specimens that you may obtain
- a working understanding of specific preparation for individuals prior to specimen collection
- a working understanding of the tests and investigations that may be carried out on the specimens you obtain, either by yourself or others
- an in-depth knowledge of the normal findings when testing urine, and what abnormalities you might find
- a working understanding of the implications the results of the tests will have on the individual
- a working understanding of the possible adverse effects that may occur when collecting specimens
- a working understanding of how to respond in the event of an adverse effect

Records and documentation

- a working understanding of the importance of accurate record keeping

a working understanding of the importance of immediately reporting any findings which are outside of normal ranges and which demand urgent attention

- a working understanding of the information that is required to ensure accurate labelling of specimens that are to go to the laboratory for testing
- a working understanding of the potential hazards and other consequences related to incorrect labelling or dispatch of specimens
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC239   **Contribute to the care of a deceased person**

Elements of Competence

HSC239a   Contribute to preparing the deceased person to be moved
HSC239b   Contribute to moving the deceased person

About this unit[1]
For this unit you need to contribute to the care of a deceased person.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Enabling the deceased person to be correctly identified could include using: identity labels, identity tags.
Key people: family; friends; carers; others with whom the individual had a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

_____

Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters
Key people	Those people who were important to the individual during their life.
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about the individual service user
- communicate using their preferred methods of communication and language

HSC239a	Contribute to preparing the deceased person to be moved

Performance Criteria

You need to:

1. clean and prepare the deceased person in a place and manner that respects their dignity, their beliefs and culture

2. record accurately any property and valuables that are to remain with the deceased person, in ways that are consistent with legal and organisational requirements

3. follow organisational procedures and practices to enable the deceased person to be correctly identified

4. clean and prepare the deceased person according to the expressed wishes and preferences of **individuals** and **key people** where this is consistent with legal and organisational requirements related to infectious diseases

5. wear correct protective clothing during cleaning and preparation to minimise risks of infection and   for your own protection

6. contribute to explaining sensitively to key people the implications of policies relating to the control of infectious diseases for viewing, mourning and the movement of deceased people

7. confirm with key people the expressed wishes and preferences of the deceased person about viewing and moving them

8. before preparing the deceased person, you immediately report any tensions between the deceased person's expressed wishes and preferences and decisions made by key people, within confidentiality agreements and according to legal and organisational requirements

HSC239b Contribute to moving the deceased person

Performance Criteria

You need to:

1. contact the appropriate organisation according to the deceased person's personal beliefs and preferences
2. contact key people according to the deceased person's personal beliefs, expressed wishes and preferences
3. handle and transfer the deceased person in ways which:
   - respects and recognises their rights, wishes, culture, beliefs and preferences
   - minimises disturbance and distress to **others**
   - observes and follows relevant infection control measures
4. send relevant information about the deceased person to the appropriate people and organisations within agreed timescales, within confidentiality agreements and according to legal and organisational requirements
5. record and report details of moving the deceased person and transfer according to organisational procedures and practices

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when contributing to the care of a deceased person
- how to prepare a deceased person as far as possible according to their expressed preferences, beliefs, religion and culture

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to caring for a deceased person
- current local, UK legislation and organisational requirements, procedures and practices for:
    - o accessing records and information
    - o recording, reporting, confidentiality and sharing information, including data protection on the care and transfer of the deceased person
    - o health, safety, assessing and managing risks associated with caring for deceased people
    - o preparing and transferring deceased people who had infectious, contagious and rare diseases and where specific precautions are needed
    - o infection control when preparing and transferring deceased people
    - o dealing with personal property and possessions of deceased people and the records that are required for this
    - o the removal of medical equipment from deceased persons

Theory and practice
- the physical changes that occur to people after death, such as rigor mortis, and how this may affect 'laying out' and moving the deceased person
- how to work with key people who are distressed
- how to check that key people understand what is happening and why it is happening
- how to work with the impact of death on those who have lived and worked closely with the deceased person
- how to transfer the deceased person in ways that demonstrate respect for them and reduces distress caused to others
- the types of diseases and conditions that necessitate specialist treatment and precautions when caring for and transferring deceased people

HSC240 **Contribute to the identification of the risk of danger to individuals and others**

Elements of Competence

HSC240a Contribute to recognising risks of harm and abuse
HSC240b Take action to deal with risks of harm and abuse
HSC240c Contribute to reviewing the effectiveness of actions taken to deal with risks of harm and abuse

About this unit[1]
For this unit you need to contribute to identifying potential harm and abuse to individuals and others, take action to deal with the risk of danger and contribute to reviewing the effectiveness of actions to deal with the risk of danger of harm and abuse to individuals and others.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Harm could be/have been: short term; medium term; long term and can be intentional; unintentional.
Key people: family; friends; carers; others with whom individuals have a supportive relationship.
Ways that may prejudice future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC240a   Contribute to recognising risks of harm and abuse

Performance Criteria

You need to:

1. identify and access information and advice about potential risks of **harm** and **abuse** to **individuals, key people** and **others**
2. contribute to the identification of factors that might lead to the risk of harm and abuse to individuals, key people and others
3. identify signs and symptoms that individuals are:
    - in danger of being harmed and/or abused
    - are being harmed and/or abused
    - have been harmed and/or abused in the past
4. support individuals to identify signs and symptoms that might lead to harm and abuse of themselves and others

5. report any suspicions of harm and abuse to the appropriate people and organisations:
   - ensuring that your actions do not contaminate any evidence or prejudice future investigations
   - within confidentiality agreements
   - according to legal and organisational requirements

HSC240b   Take action to deal with risks of harm and abuse

Performance Criteria

You need to:

1. develop a positive, honest, trusting and sensitive relationship with individuals that will enable them to discuss their fears and knowledge of potential and actual danger

2. encourage individuals to talk about their experiences in ways that will not contaminate evidence or prejudice future investigations

3. clarify the actions you have to take about disclosures of harm and abuse

4. treat individuals with respect and dignity assuring them that you have taken the information they have provided seriously

5. inform relevant people, as required by the legal and organisational requirements, about any disclosures or concerns about harm and abuse

6. seek support for your own personal emotional reactions to the disclosure

7. record and report in detail any disclosures:
   - ensuring that your actions do not contaminate any evidence or prejudice future investigations
   - within confidentiality agreements
   - according to legal and organisational requirements

HSC240c   Contribute to reviewing the effectiveness of actions taken to deal with risks of harm and abuse

Performance Criteria

You need to:

1. work sensitively to support and encourage individuals to participate in the review of actions, processes, procedures and practices for dealing with the risk of danger, harm and abuse

2. agree your role and responsibilities and the roles and responsibilities of others in reviewing the effectiveness of actions to deal with the risk of danger, harm and abuse

3. carry out your role and responsibilities in reviewing the effectiveness of actions to deal with the risk of danger

4. work with all involved to collect information and feedback to allow a systematic review of the actions to deal with the risk of danger, harm and abuse

5. record and report on the process and outcomes of the review:
   - ensuring that your actions do not contaminate any evidence or prejudice future investigations
   - within confidentiality agreements
   - according to legal and organisational requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. **Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when contributing to the identification of the risk of danger to individuals and others
- how to provide **active support** and promote the individual's rights, choices and well-being when contributing to the identification of the risk of danger to themselves and others
- the rights of individuals to refuse to participate in investigations related to risk of danger harm and abuse to individuals, key people and others

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others about identifying and dealing with the risk of danger, harm and abuse
- current local, UK legislation and organisational requirements, procedures and practices for:
  - o accessing records
  - o recording, reporting, confidentiality and sharing information, including data protection
  - o health, safety, assessing and managing risks associated with identifying and dealing with the risk of danger, harm and abuse to individuals and others
  - o the identification of the risk of danger to individuals and others

Theory and practice
- factors that can make it difficult for you, key people and others to recognise danger, harm and abuse to individuals
- types of relationships:
  - o where individuals feel they can confide what is happening/has happened to them
  - o that support individuals to cope with what has happened to them
- ways of working with individuals who are distressed, fearful and/or uncertain about what will happen to them
- the effects that being at risk of harm and/or abuse and/or having been harmed and/or abused can have on individuals' social and emotional behaviour, their health and their physical well-being
- any special provisions relating to individuals' conditions
- how people carrying out abuse conceal what is happening
- the types of evidence that are valid in court and how to ensure that evidence required in investigations is not contaminated by your actions

HSC241   **Contribute to the effectiveness of teams**

Elements of Competence

HSC241a   Agree and carry out your role and responsibilities within the team
HSC241b   Participate effectively as a team member

About this unit[1]
For this unit you need to be able to participate effectively as a member of a team.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Team: work team, a multi disciplinary team, broader multi agency team.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job, your work activities, the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

Behaviour	Actions and communications by a person
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Team	A group of people working together for a specific purpose

HSC241a   Agree and carry out your role and responsibilities within the team

Performance Criteria

You need to:

1. review information and seek advice about the **team**, its objectives and its purpose

2. work with others within the team to identify, agree and clarify:
   - your role and responsibilities
   - the roles and responsibilities of **others**
   - how your role and responsibilities contribute to the overall objectives and purpose of the team
   - how you can and should contribute to team activities, objectives and purposes

3. carry out your agreed role and responsibilities within the team

4. evaluate and use feedback from others constructively, to enable you to carry out your role and responsibilities within the team more effectively

5. agree, seek support and take responsibility for any development and learning that will enable you to carry out your role and responsibilities within the team more effectively

HSC241b   Participate effectively as a team member

Performance Criteria

You need to:

1. inform other members of the team of your activities

2. ensure your **behaviour** to others in the team supports the effective functioning of the team

3. accept and use suggestions and information offered by others constructively to improve your practice within the team

4. offer supportive and constructive assistance to team members

5. complete your commitments to other team members effectively and according to overall work priorities

6. when you cannot complete any commitments with timescales specified immediately inform appropriate team members

7.   present suggestions and offer ideas and information to benefit team members and improve team working

8.   deal with differences of opinion and conflicts constructively and in ways which respects other team members' points of view

9.   where you experience problems in working effectively with other team members, seek appropriate advice and guidance

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when working in teams

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when working in teams to support individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
  - o accessing records
  - o recording, reporting, confidentiality and sharing information, including data protection
  - o team working
- how to access up to date copies of the organisation's workplace policies, procedures and systems, and practice and service standards related to team working

Theory and practice
- principles that underpin effective team working
- individuals' styles of interaction and how these can affect team working
- barriers to developing relationships within the team and how these can be overcome
- problems which may be encountered when relating to and interacting with other team members and how these can best be handled
- your own strengths and weaknesses as an individual worker and as a team member
- development and learning opportunities available to support you in team working and activities

HSC242   **Receive and pass on messages and information**

Elements of Competence

HSC242a   Receive, process and record messages
HSC242b   Pass on messages
HSC242c   Respond to requests for information

About this unit[1]
For this unit you will need to take, record and pass on messages and information.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Forms of communication can include: email, telephone, written information and verbal information.
Communication and language needs and preferences include: be in the preferred spoken language and mode of communication appropriate to the receiver. This will include the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication
Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Forms/Methods of communication	These include the type of communication individuals, key people and others within and outside your organisation use, for sending and receiving messages and information.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Messages	Any form of communication from and about individuals, key people and other people and organisations. Messages might be information about legislation or working practices which should be passed on and which your organisation may have procedures set in place to process immediately
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be supported and cared for in a way that meets their needs, takes account of their choices and also protects them • access information about themselves • communicate using their preferred methods of communication and language

HSC242a   Receive, process and record messages

Performance Criteria

You need to:

1. receive written and verbal information, and **messages** that use other **forms of communication** from **individuals**, **key people** and **others**

2. identify the urgency of the messages, ensuring that urgent messages are dealt with immediately

3. follow legal and organisational procedures and practices to process messages

4. seek extra help where you are unable to process the message because of its complexity, its clarity or because it is communicated in a form or language that you are unable to process

5. record messages accurately, within confidentiality agreements and according to legal and organisational requirements, procedures and practices

6. if you have had to access records and reports, return and file them correctly, ensuring that people who do not have a right to access the information cannot do so

7. use appropriate procedures to file, store and share messages and information within confidentiality agreements and according to legal and organisational requirements

8. take appropriate action to resolve difficulties you have had in receiving and recording information

HSC242b   Pass on messages

Performance Criteria

You need to:

1. identify who needs to be informed of the messages received and processed

2. clarify to whom you need to pass on messages, when you are unsure who should receive the messages

3. pass on messages:
   - according to instructions
   - taking account of the urgency of the message
   - within confidentiality agreements
   - according to legal and organisational requirements

4. use appropriate procedures and **communication methods** for passing on information for individuals, key people and **others** within and outside your organisation

5. share messages and information with others within and outside your organisation, according to confidentiality agreements, legal and organisational requirements

6. record, report, store and share information about:
   - what you have done with the messages
   - who you have passed them to
   - within confidentiality agreement and according to legal and organisational procedures and requirements

7. report any difficulties you have in passing on messages promptly to the appropriate people and organisations

HSC242c   Respond to requests for information

Performance Criteria

You need to:

1. respond to requests for information:
   - at the appropriate time
   - according to instructions
   - using an appropriate means of communication and language
   - within confidentiality agreements and according to legal and organisational procedures and requirements

2. take appropriate action if you cannot deal with the request for information because of:
   - the nature and complexity of the request
   - confidentiality issues about the request

3. if you need to access records and reports, return and file them correctly, ensuring that people who do not have a right to access the information cannot do so

4. identify and use appropriate procedures to file, store and share requests within confidentiality agreements and according to legal and organisational requirements

5. record and report on the actions taken:
   - to deal with the request
   - when you are unable to deal with the request
   - within confidentiality agreements and according to legal and organisational requirements and procedures

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when receiving and passing on messages and information

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when receiving and passing on messages and information
- current local, UK legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - receiving and passing on messages

Theory and practice
- actions to take when messages and information are received on any changes in the conditions and circumstances of individuals
- principles involved in the sharing, storing, retrieving and security of information, records and reports
- why records which are confidential should be marked to indicate this
- why it is important to:
  - accurately record information received
  - file records again correctly after use
  - take messages accurately and the potential effects of not so doing
  - take account of the importance and urgency of the message
- the different purposes for which information may be required and the degree of detail necessary for these different purposes
- how to manage sensitive information
- the sort of problems which may arise during the maintenance, storage and retrieval of records and the reasons for reporting these without delay
- methods of modifying communications appropriate to the individual concerned
- the different methods of obtaining information and those which are appropriate to different circumstances and/or different information
- ways of refusing to provide information whilst remaining polite and helpful

HSC243   **Monitor, handle and maintain materials and equipment**

Elements of Competence

HSC243a   Identify and move materials and equipment
HSC243b   Monitor the receipt and use of materials and equipment
HSC243c   Help maintain materials and equipment

About this unit[1]
For this unit you will need to be able to monitor, handle and maintain materials and equipment.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Risks: possibility of injury; dangerous stacking of materials; dangerous storage of equipment; risk of damage to materials and equipment; risk of contamination to materials and equipment.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, eg domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.
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Others   Other people within and outside your organisation who are necessary for you to fulfil your job role
Risk   A risk is the likelihood of the hazard's potential being realised. It can be to individuals in the form of danger or harm and/or to the environment in the form of danger of damage and destruction

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

HSC243a   Identify and move materials and equipment

Performance Criteria

You need to:

1. identify materials and equipment that need to be moved
2. obtain **risk** assessments associated with the materials and equipment to be used
3. prior to moving the materials and equipment, ensure you understand risk assessment procedures and identify and minimise the risks involved, accessing other help where necessary
4. move and handle materials and equipment ensuring that you:
   - follow legal and organisational policies, procedures and requirements
   - follow the procedures and practices identified in any risk assessments
   - handle and position the materials and equipment safely, securely and in a way which protects them from damage and/or contamination
   - handle and position the materials and equipment safely when moving them
5. check that the materials and equipment are safe and secure when they have been moved
6. update records and report any problems about moving materials and equipment, according to legal and organisational requirements

HSC243b   Monitor the receipt and use of materials and equipment

Performance Criteria

You need to:

1. check that any materials and equipment received are correct and not faulty
2. store materials and equipment according to the manufacturer's, users and organisational recommendations and requirements
3. when distributing materials and equipment you handle them safely and according to legal requirements and organisational policies and procedures
4. monitor and control the use of materials and equipment to minimise loss and damage
5. record, report and take action to:
   - remedy any faults and incorrect deliveries
   - replace and repair materials and equipment that have been lost and damaged
   - replenish materials and equipment that have run out

HSC243c   Help maintain materials and equipment

Performance Criteria

You need to:

1. use and encourage **others** to use, maintain and clean materials and equipment according to:
   - manufacturer's instructions
   - any legal requirements
   - organisational policies and procedures
2. use appropriate protective clothing and equipment when cleaning equipment
3. maintain and store materials and equipment so they are easily accessible and ready for future use
4. label, remove and report to appropriate people, any materials and equipment that are unsuitable for use
5. dispose of any waste safely and according to legal and organisational requirements

6. keep accurate and up to date records of the materials and equipment for which you are responsible

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when monitoring, handling and maintaining materials and equipment
- current local, UK legislation and organisational requirements, procedures and practices for:
  - accessing risk assessments and following risk assessment procedures
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with monitoring, handling and maintaining materials and equipment
  - the use of transportation equipment
  - the movement of particular types of materials and equipment
  - moving and handling
  - supplying and storing different kinds of materials
  - the maintenance of equipment and machinery

Theory and practice
- principles for moving, handling, loading and storing materials and equipment
- the reasons for recording the goods received, and actions to take to rectify mistakes
- how to deal with hazardous substances
- routine maintenance requirements and the possible consequences of not maintaining equipment
- types of materials and equipment which are easily damaged during transportation
- reasons for, and methods of, labelling products and equipment for transfer
- loading and unloading requirements for transfer such as positioning and weight of loads, safe methods of moving loads manually
- how to secure and monitor the condition of products and equipment during transit
- how to move, handle, store and dispose of equipment, materials and waste safely
- how to protect materials and equipment from contamination and adverse atmospheric conditions

HSC244   **Manage and organise time and activities to support individuals in the community**

Elements of Competence

HSC244a   Identify and organise time to enable you to complete work for individuals
HSC244b   Balance your own duties and responsibilities with the individual's needs and preferences
HSC244c   Identify and report risks and changes in individuals' needs and preferences

About this unit[1]

For this unit you need to work with individuals and key people to manage and organise your time in ways that enable you to carry out your duties and responsibilities effectively.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.
Risks to: the individual; key people; yourself; others.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Emergency	Immediate and threatening danger to individuals and others
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

Rights (continued):
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	A risk is the likelihood of the hazard to occur. It can be to individuals in the form of danger, harm and abuse and/or to the environment by danger of damage and destruction

HSC244a   Identify and organise time to enable you to complete work for individuals

Performance Criteria

You need to:

1. agree with appropriate people:
     - the activities to be undertaken
     - how often, and when you are required to carry out your work activities
     - the time that has been allowed for the work activities

2. work with **individuals**, **key people** and **others** to identify any special requirements you need to take account of when working with individuals

3. ensure that you have access to, and understand information about any potential **risks** and health and safety issues associated with:
     - working with individuals in the community
     - the work activities you are carrying out

4. ensure that:
     - you have contact information for individuals and your organisation
     - the organisation has contact information for you and knows where you are at all times

5. organise your time to enable you to complete work activities in a way that meets individuals' needs and preferences and are according to legal and organisational requirements

6. report on any difficulties you have had in completing your work activities within the allotted timescales and according to individuals needs and preferences

7. complete records and reports within confidentiality agreements and according to legal and organisational requirements

HSC244b   Balance your own duties and responsibilities with the individual's needs and preferences

Performance Criteria

You need to:

1. work with individuals to identify the preferences they have for the way you carry out your work activities, ensuring that you respect their experiences, expertise and their cultural and religious requirements

2. carry out your work activities in ways that respect, value and are responsive to the contribution of key people within individuals' lives

3. ensure that:
     - you work within legal and organisational health and safety policies and procedures
     - you do not put yourself, individuals, key people and other people at unnecessary risk
     - you behave in ways that gives individuals' confidence in the organisation for whom you work

4. taking account of the individual's preferences, you agree with them:
     - what needs to be done
     - how you are should do it
     - the time you have been allocated to complete your work
     - any health, safety or other issues that you have to take into account when carrying out your work activities

5. follow organisational procedures when:
    - you cannot complete the work activities to time
    - you are requested to carry out additional work activities
    - individuals want you to carry out your work activities in ways that differ to those set out by your organisation

HSC244c   Identify and report risks and changes in individuals' needs and preferences

Performance Criteria

You need to:

1. follow organisational policies and procedures in an **emergency** that requires immediate action
2. observe and report changes to:
    - the individual's environment
    - their needs and preferences
    - the support they have been receiving
3. observe individuals' behaviour and their physical and emotional state to identify any signs and symptoms of change
4. work with individuals, key people and others to examine possible reasons for the changes and any actions that may be necessary
5. take action to address immediate concerns
6. identify and inform the appropriate people when the individual, key people, you or others are likely to be put at unnecessary risk
7. report to appropriate organisations any changes in individuals that might require further action, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when managing and organising time and activities to support individuals in the community
- the individual's rights to refuse access to their homes and actions to take when this happens
- how to balance your work activities with the needs and preferences of individuals and key people
- how to provide **active support** and promote the individual's rights, choices and well-being when managing and organising time and activities to support individuals in the community

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when managing and organising time and activities to support individuals in the community
- current local, UK legislation, and organisational requirements, procedures and practices for:
  - accessing records and information about individuals and key people
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with managing and organising time and activities to support individuals in the community
  - the protection of individuals from danger and harm
  - keeping yourself and others safe
  - gaining access to the individuals' property
  - managing and organising time and activities to support individuals in the community
- frameworks and guidance on standards of services and practice, relevant to gaining access to and working within individuals' homes and in the community

Theory and practice
- where to go to access information that will inform you of practice activities
- actions to take when you observe key changes in the condition and circumstances of individuals
- the best ways to work with individuals and key people so that they have confidence in you
- how to manage and organise your time to enable you carry out your work activities
- where and how to access information about individuals, key people and others
- why you need to keep the appropriate people informed of your whereabouts at all times
- the type of requests you get from individuals that you are unable to fulfil and how to deal with such requests
- the type of activities that individuals might do that could be injurious to their health and well-being; why these differ for different individuals and the actions to take when you observe such activities

HSC245   **Receive and monitor visitors**

Elements of Competence

HSC245a   Receive visitors according to organisational requirements and procedures
HSC245b   Support visitors and individuals during the visit
HSC245c   Monitor the activities of visitors and take action to control where necessary

About this unit[1]
For this unit you need to receive and monitor the activities of visitors.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: individuals 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.
Visitors could be: family, friends, carers, others with whom individuals have a supportive relationship, people outside your organisation who provide specialist health and care services to support the needs of individuals.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job, your work activities, the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC245a   Receive visitors according to organisational requirements and procedures

Performance Criteria

You need to:

1.   ensure the area is safe and ready to receive **visitors**

2.   greet visitors warmly, ascertain the purpose of their visit and communicate with them appropriately

3.   make any necessary security checks to ensure that the visitor has a right to enter

4.   where a visitor does not have the right to enter, explain why, referring them, when appropriate, to other people

5.   identify any help that the visitors may need to enable them to visit and communicate with individuals

6.   encourage visitors who are in the wrong place to leave and, where necessary, help them to do so or summon others to help you to do so

HSC245b   Support visitors and individuals during the visit

Performance Criteria

You need to:

1. support and prepare individuals to receive visitors
2. support and communicate with visitors according to their needs and organisational policies and procedures
3. encourage visitors to respect the wishes of individuals
4. support visitors to understand and comply with legal and organisational requirements
5. take appropriate action to ensure that visitors, individuals and others are protected from danger, harm and abuse during the visit
6. make visitors feel comfortable, give them accurate information, within confidentiality agreements and according to legal and organisational requirement
7. refer visitors to other people and sources when you are not able to answer their questions
8. share confidential information, within confidentiality agreements and according to legal and organisational requirements

HSC245c   Monitor the activities of visitors and take action to control where necessary

Performance Criteria

You need to:

1. explain to visitors the standards of behaviour that are acceptable
2. monitor the behaviour of visitors, identifying those that may cause a threat
3. where there is cause for concern, take preventative action to minimise any damage and the risk of danger, harm and abuse
4. take appropriate action to manage the situation to protect the setting, yourself and others who are potentially at risk
5. remove visitors from the premises safely and in accordance with legal and organisational requirements
6. seek extra help when you are not confident or able to deal with the situation
7. immediately and accurately record and report details of incidents with visitors to relevant people and organisations taking account of confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when receiving and monitoring visitors
- how to provide **active support** and promote the individual's rights, choices and well-being when preparing them to receive visitors and supporting them during and following visits

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when receiving and monitoring visitors
- current local, UK legislation and organisational requirements, procedures and practices for:
  - accessing records and information
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with receiving and monitoring visitors
  - security of health, social or care settings
  - your responsibility in relation to the control of potentially disruptive visitors
  - receiving and monitoring visitors

Theory and practice
- principles of working with, welcoming and dealing with visitors
- preparations required for the arrival of visitors: such as safety, security, sign posting, car parking, preparation equipment and aids to enable individuals to communicate
- sources and types of written information which might be appropriate for different visitors
- how to offer help to visitors in a way which is not over-bearing or condescending
- the affect visitors may have on the health, social or care setting and the threats they may cause
- factors that may cause individuals distress, prior to, during and after visits and how to deal with this
- how to recognise those visitors who should not be present and how to deal with them in a constructive and firm way
- signs of potentially disruptive behaviour and why this may occur
- preventive actions that can be taken, when it may be best to intervene, the risks inherent in different forms of intervention

HSC246   **Maintain a safe and clean environment**

Elements of Competence

HSC246a   Clean rooms, work areas, equipment and surfaces
HSC246b   Monitor and maintain the cleanliness of environments

About this unit[1]
For this unit you need to maintain safe and clean environments.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Cleaning equipment and materials could be: manual; automated.
Problems may include: faulty equipment; damage to fixtures and fittings; inability to access places that need cleaning.
Rooms or work areas can include: rooms; work areas that are used by individuals, e.g. living rooms, bedrooms, day rooms, treatment rooms.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC24 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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 this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Individuals   People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual includes individuals and their advocates or interpreters.

Others   Other people within and outside your organisation who are necessary for you to fulfil your job role

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

HSC246a   Clean rooms, work areas, equipment and surfaces

Performance Criteria

You need to:

1. agree what needs to be done and how you should do it with the appropriate people, prior to cleaning
2. wear appropriate protective clothing and equipment
3. ensure you clean at times when it causes as little disruption as possible
4. carry out cleaning activities consistent with any agreed specifications
5. use appropriate cleaning equipment and materials, following manufacturers' instructions and in a manner that minimises risk
6. ensure rooms or work areas are visibly free of dust, dirt and debris and are not likely to endanger the health and safety of **individuals** and **others**
7. display hazard warning signs when the cleaned surfaces are likely to cause risk to people
8. return cleaning equipment and cleaning materials in good working order and condition to the appropriate storage area
9. ensure that cleaning equipment is safely stored and does not block any entry or exits
10. dispose of hazardous waste safely
11. take appropriate action when problems arise during cleaning

HSC246b   Monitor and maintain the cleanliness of environments

Performance Criteria

You need to:

1. observe and monitor the cleanliness of the environment
2. take action when there is concern over the level of cleanliness
3. follow cleaning schedules to ensure that the environment remains clean
4. take appropriate action and report any:
   - wear and tear on furnishings or fittings that could cause any accidents, falls or injure someone
   - factors which affect the level of cleanliness
5. record and report on the cleanliness of environments according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, 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 show that you know, understand and can apply in practice:

Values
- conflicts that may arise between an individual's wishes regarding cleanliness and the need to provide an environment as safe as possible for others

Legislation and organisational policy and procedures
- codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when maintaining a safe and clean environment
- current local, UK and organisational requirements, procedures and practices for:
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks when cleaning and using cleaning equipment and materials
  - cleaning and acceptable levels of cleanliness
  - wearing of protective clothing
  - storage and use of cleaning agents, materials and equipment
  - infection control
  - maintaining a safe and clean environment

Theory and practice
- methods of ensuring cleanliness and limiting infection
- the potential effects of not reporting hazards or taking the appropriate action to limit them
- the potential risks when using and storing cleaning materials and equipment and the ways in which these risks can be minimised
- the effect different forms of cleanliness and the needs of different individuals will have on how and when the environment will be cleaned
- why cleaning agents and materials should be correctly diluted and used and the possible effect of not doing this
- the appropriate cleaning materials for particular surfaces, equipment, furnishings and fittings
- why some areas require specialist cleaning equipment, materials and techniques

HSC31   **Promote effective communication with, for and about individuals**

Elements of Competence

HSC31a   Identify ways to communicate effectively
HSC31b   Communicate effectively on difficult, complex and sensitive issues
HSC31c   Support individuals to communicate
HSC31d   Update and maintain records and reports

About this unit[1]
For this unit you need to identify ways of communicating on difficult, complex and sensitive issues; support others to communicate and update and maintain records and reports.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication and language needs and preferences: 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.
Difficult, complex and sensitive communications are likely to be: distressing; traumatic; frightening; threatening; posing a risk to and/or having serous implications for the individuals and/or key people; communications that might be difficult to understand and assimilate; about sensitive issues including those of a personal nature.
Extra support can include the use of: key people; interpreters; translators; signers; speech and language therapists; specialist equipment to aid the individual's communication abilities.
Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people in their lives and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health , social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Arrange	Arranging the environment, furniture etc. to enable effective communication
Communication and language needs and preferences	Are the individuals' needs and preferences in terms of their preferred language and ways of communicating with you, and you communicating and responding to them
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Reactions	Reactions include non-verbal and verbal cues that indicate that the individual is distressed, does not understand etc.
Rights	The rights that individuals have to:
	be respected
	be treated equally and not be discriminated against
	be treated as an individual
	be treated in a dignified way
	privacy
	be protected from danger and harm
	be cared for in a way that meets their needs, takes account of their choices and also protects them
	access information about themselves
	communicate using their preferred methods of communication and language
Specific aids	Specific aids that will enable individuals with speaking, sight or hearing difficulties, additional needs or learning difficulties, to receive and respond to information

HSC31a   Identify ways to communicate effectively

Performance Criteria

You need to:
1. obtain, record and gain the individual's agreement to pass on information about their speech, **communication and language needs and preferences**
2. work with individuals to understand their preferred methods of communication and language and ensure that any **specific aids** they require are available
3. identify different styles and methods of communicating to meet the needs and preferences of individuals and key people
4. seek information and advice from **key people** where:
   - you have difficulty communicating using individuals' preferred communication methods and language
   - the issues to be communicated are outside your expertise

5. seek information on:
   - the issues to be communicated with the individuals and key people
   - how to deal with any potential reactions to the communication
6. change your approach and seek additional help:
   - to meet the individual's changing needs
   - where the communication methods are inappropriate or ineffective

HSC31b   Communicate effectively on difficult, complex and sensitive issues

Performance Criteria

You need to:
1. agree with the individual how to **arrange** the environment for effective communication and understanding
2. check that individuals have the appropriate support to communicate their views, wishes and preferences
3. use appropriate styles and methods of communicating to meet the needs and preferences of individuals and key people
4. communicate in ways which:
   - are sensitive to the individual's needs, concerns and reactions
   - are appropriate to the content and purpose of the communication
   - give individuals sufficient time to understand the content of the communication
5. observe and respond appropriately to the individual's **reactions** during communications
6. work with individuals to help clarify any misunderstandings
7. support individuals to deal with the content and their reactions to the communication
8. take appropriate action when individuals' reactions to the information may result in risk or harm to the individual, **others** and yourself
9. record and report the processes and outcomes from the communication according to confidentiality agreement and legal and organisational requirements

HSC31c   Support individuals to communicate

Performance Criteria

You need to:
1. support individuals to:
   - express how they want to communicate with others
   - communicate using their preferred methods of communication and language
2. support individuals to set up any specific aids necessary to enable them to communicate
3. support others who are communicating with individuals to:
   - understand them
   - communicate using, or through others that are able to use, the individuals' preferred methods of communication and language

4.   encourage individuals to:
- engage with others and to respond appropriately
- express their feelings and emotions in acceptable ways
- overcome barriers to communication
- find alternative methods of communication

HSC31d   Update and maintain records and reports

Performance Criteria

You need to:
1.   identify legal and organisational requirements and procedures for recording and reporting on individuals
2.   identify, record and/or pass on information about the individual's communication and language needs
3.   seek permission from the appropriate people to access records
4.   access and update records and reports on your work with the individuals accurately, comprehensively and according to legal, organisational procedures and requirements and the limits of your job role
5.   record and/or report:
- any signs and symptoms that indicate a change in the condition and care needs of the individual and in their support requirements
- any decisions you have made and actions you have taken about the individual's support needs and condition
- any conflicts that have arisen and actions taken to resolve these
6.   record and/or report any difficulties you have in accessing and updating records and reports
7.   involve and support individuals to contribute and understand records and reports concerning them
8.   ensure the security and access to records and reports are according to confidentiality agreements and legal and organisational procedures

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights:**
- relating to individuals' and key people's language and communication preferences
- on equal treatment for language and communication
- when completing records and reports
- how to provide **active support** to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language
- methods and ways of communicating that:
- support equality and diversity
- are effective when dealing with, and challenging discrimination when communicating with, individuals and key people

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when communicating on difficult, complex and sensitive issues and recording and reporting
- current local, UK legislation and organisational requirements, procedures and practices for:
- accessing records and information about an individual's speech, communication and language needs and preferences
- recording, reporting, confidentiality and sharing information, including data protection
- communicating with individuals

Theories and practice
- where to go and the best ways to find out about and get advice about individuals' speech communication and language needs, wishes and preferences
- how and where to access information and support that can inform your knowledge and practice about speech communication and language needs and skills
- theories relevant to the individuals with whom you work, about:
- human growth and development and its affect on communication and language skills and abilities
- in relation to specific conditions in your area of practice that can affect communication and language of individuals and key people
- how speech, communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work
- power and how it can be used and abused when communicating on difficult, sensitive and complex issues
- factors that can affect the communication skills, abilities and development of the individuals with whom you are working and any resultant behaviour that might occur
- methods to support individuals to communicate
- specific aids to communication that may be used in your area of work
- how to arrange the environment and position yourself to maximise communication and interaction
- conflicts and dilemmas created by difficulties in communication and language in your area of work
- how to work with, and resolve conflicts that you are likely to meet when communicating with individuals and key people
- the skills, styles and methods of communicating difficult, complex and sensitive

messages and how to deal with the outcomes
- the environments that are most appropriate for communicating difficult, complex and sensitive messages
- where, why and how to access permissions to access records and reports
- the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals
- how to, and why you need to complete records accurately, completely and in ways that can be understood by those who need to access and use the records and reports

HSC32   **Promote, monitor and maintain health, safety and security in the working environment**

Elements of Competence

HSC32a   Monitor and maintain the safety and security of the working environment
HSC32b   Promote health and safety in the working environment
HSC32c   Minimise risks arising from emergencies

About this unit[1]
For this unit you are required to keep yourself, individuals and others for whom you are responsible, safe and secure within your working environment and minimise risks arising from emergencies.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Accidents could be due to: falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty.
Incidents could include: intruders; chemical spillages; lost keys, purses etc., missing individuals; individuals locked out; contamination risk; aggressive and dangerous encounters; bomb scares.
Key people include: family; friends; carers; others with whom the individual has a supportive relationship.
Risks could include: the possibility of danger, damage and destruction to the environment and goods; the possibility of injury and harm to people.
The working environment could be: within an organisation's premises; in premises of another organisation; in someone's home; out in the community.
Working practices include: activities; procedures; use of materials or equipment; working techniques.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health , social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Accident	Unforeseen major and minor incidents where an individual is injured
Emergencies	Immediate and threatening danger to individuals and others
Hazards	Something with the potential to cause harm
Incidents	Occurrences that require immediate attention to avoid possible danger and harm to people, goods and/or the environment
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Right to enter	Those people who have a right to be on the property, it excludes people who may have a court order against them and those who have no need to be on the premises
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be cared for in a way that meets their needs, takes account of their choices and also protects them • access information about themselves • communicate using their preferred methods of communication and language
Risk assessments	A document that identifies actual and potential risks and specifies actions related to specific activities and functions
Risks	The likelihood of the hazard's potential being realised
The working environment	This will include all environments in which you work

HSC32a	Monitor and maintain the safety and security of **the working environment**

Performance Criteria

You need to:

1. follow organisational safety and security procedures
2. check people's **right to enter**, be in and around the premises and the environment in which you are working
3. take appropriate actions to deal with people who do not have a right to enter, be in and around the premises and the environment in which you are working
4. before starting and during work activities, identify and minimise health, safety and security **risks**, seeking additional support where necessary

5. monitor work areas and **working practices** to ensure that they:
6. are safe and free from **hazards**
7. conform to legal and organisational requirements for health and safety
8. take account of **individuals**' needs, wishes, preferences and choices, whilst ensuring your own and the safety of individuals, **key people** and **others** when carrying out your work activities
9. take appropriate action, following legal and organisational requirements, to:
    - ensure that equipment and materials are used and stored correctly and safely
    - deal with the spillage of hazardous and non hazardous materials
    - dispose of waste immediately and safely
10. follow, and support others to understand and follow correct safety procedures
11. report health and safety issues to the appropriate people and complete health, safety and security records, within confidentiality agreements and according to legal and organisational requirements

HSC32b   Promote health and safety in **the working environment**

Performance Criteria

You need to:

1. identify and work with others to identify, minimise and manage potential risks and hazards in the working environment and when undertaking work activities
2. operate within the limits of your own role and responsibilities, in relation to health and safety
3. use, and support others to use:
4. safe procedures and techniques for moving and handling
5. approved methods and procedures when carrying out potentially hazardous work activities
6. appropriate **risk assessments**
7. identify and report, encourage and support others to identify and report any issues in the working environment, that may put yourself and others at risk
8. act as a role model in promoting health, safety and security
9. take appropriate action where there is the likelihood of an **accident** or injury
10. ensure that the appropriate people know where you are at all times
11. support others to complete health and safety records correctly

HSC32c   Minimise **risks** arising from **emergencies**

Performance Criteria

You need to:

1. take appropriate and immediate action to deal with health and environmental **emergencies** and **incidents**, summoning assistance immediately when this is necessary
2. identify and make informed decisions about actions to take when risk factors and hazards may cause an incident or emergency
3. provide ongoing support and assistance within your own competence until someone who is qualified to deal with the emergency is available
4. make the area around the person with the emergency as private and safe as possible
5. follow, and help others to follow, the correct safety procedures in incidents and emergencies
6. offer appropriate support to others involved in the incident and emergency

7. record and/or report on incidents and emergencies accurately, completely, within confidentiality agreements, and according to organisational and legal requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when working with individuals, key people and others when monitoring and promoting health and safety
- how to provide **active support** and promote individuals' rights, choices and well-being whilst promoting healthy and safe working practices and minimising risks from incidents and emergencies

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others in relation to health, safety and dealing with incidents and emergencies
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- risk assessment and management
- the protection of yourself, individuals, key people and others from danger, harm and abuse
- monitoring and maintaining health, safety and security in the working environment
- dealing with incidents and emergencies
- the purpose of, and arrangements for supervision when involved in incidents and emergencies

Theory and practice
- how and where to access information and support that can inform your practice on health, safety and dealing with incidents and emergencies
- the effects of stress and distress on yourself, individuals, key people and others
- conditions and issues you are likely to face in your work with individuals and key people
- methods of supporting individuals to:
    o express their needs and preferences
    o understand and take responsibility for promoting their own health and care
    o assess and manage risks to their health and well-being
- how to work with, and resolve conflicts that you are likely to meet
- methods of:
- monitoring activities and the environment to minimise risk and keep the environment free from hazards
- storing different equipment and materials safely and securely
- minimising the risk of contamination and infection
- the chain of infection and the steps necessary to break it
- how to deal and work with hazardous and non-hazardous materials, equipment and waste, in order to minimise the risks of contamination and danger to yourself, individuals, key people and others with whom you work and are responsible for
- procedures, techniques and the differing types of equipment to enable you to lift, move and handle people, materials and items safely

- how to assess risks to yourself, individuals, key people and others
- the type of security and health incidents and emergencies that might happen in your area of work and working environment

the appropriate action to take for different security and health incidents and emergencies

your own capabilities to deal with an accident and emergency, and when and how to summon additional help

how to promote health and safety to others, including the modelling of good practice

HSC33   **Reflect on and develop your practice**

Elements of Competence

HSC33a   Reflect on your practice
HSC33b   Take action to enhance your practice

About this unit[1]
For this unit you need to reflect on, evaluate and take action to enhance your own knowledge and practice.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Constructive feedback could be communicated: verbally; in written form; electronically; in other forms of communication. With individuals and key people communications should use 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.
Development opportunities include: training; educational programmes; coaching; personal and professional support.
Key people include: family; friends; carers; others with whom the individual has a supportive relationship.
Supervision and support could be**:** formal; informal; provided from within your organisation; provided from outside your organisation.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people in their lives and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active Support	Working in a way that recognises that people have the right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot manage to do for themselves
Constructive feedback	Comments about your strengths or areas that need developing, they are useful for improving your practice
Development opportunities	Opportunities that enable you to develop and practice more effectively
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Personal and professional development	Knowledge and practice of any type that will enable you to develop within your job role both as a person and as a practitioner
Practice	Practice covers every aspect of the work you do including your skills, knowledge, attitudes and behaviour. It also involves experiences and personal beliefs that might affect your practice
Reflect	This is the process of thinking about every aspect of your practice including identifying where and how it could be improved
Rights	The rights that individuals and key people have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC33a　　　　Reflect on your own practice

Performance Criteria

You need to:

1.　analyse and **reflect** on what is required for competent, effective and safe **practice**, and to provide **active support** for **individuals** and **key people**

2.　continually monitor, evaluate and reflect on:
   - your knowledge and skills
   - your attitudes and behaviour
   - any experiences and personal beliefs that might affect your work
   - how well you practice and what could be improved
   - the processes and outcomes from your work

3.　seek **constructive feedback** to enable you to develop your practice, from:
   - individuals
   - key people
   - others with whom you work or have contact within your work
   - your supervisors

4.　identify any actions you need to take to develop and enhance your practice

HSC33b　　　　Take action to enhance your practice

Performance Criteria

You need to:

1.　identify the supervision and support systems available to you within and outside your organisation

2.　seek and use appropriate supervision and support to reflect on and identify ways to enhance your practice

3.　prioritise aspects of your practice that need to be enhanced

4.　take action, with supervision and support, to access **development opportunities** that will enhance your knowledge and practice

5.　review:
   - how well the development opportunities meet your practice needs
   - in what ways your practice has been improved by the development opportunities

6.　use supervision and support to continually assess the implications from any development opportunity on your continuing **personal and professional development** needs

7.　keep up-to-date records of your personal and professional development, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination and **rights** when working with individuals and others to improve your knowledge and practice
- dilemmas and conflicts that you may face in your practice

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own role and the roles, responsibilities, accountability and duties of others about personal and professional development
- current local, UK legislation, and organisational requirements, procedures and practices for accessing training and undertaking personal and professional development activities
- the purpose of, and arrangements for, your supervision and appraisal

Theory and practice
- how and where to access information and support on knowledge and best practice relevant to your area of work, the individuals and key people with whom you work and the skills and knowledge you need to practice effectively
- principles underpinning personal and professional development and reflective practice
- how to work in partnership with individuals, key people and others to enable you to develop and enhance your knowledge and practice
- development opportunities that can enhance your practice
- lessons learned from inquiries into serious failure of health and social care practice, and from successful interventions
- approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts

HSC34   **Promote the well-being and protection of children and young people**

Elements of Competence

HSC34a   Work with children and young people in ways that promote their rights and responsibilities

HSC34b   Support children and young people to express their views and preferences about their health and well-being

HSC34c   Contribute to the protection of children and young people

About this unit[1]

For this unit you will be expected to promote the life chances and well-being of children and young people.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

Preferred communication methods and language could include: the child/young person'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.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Information could include: any plans; care needs assessments; records and reports.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to: legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the needs of children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They are embedded in this unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Carer	Any person who cares for the physical, social and emotional well-being of the children and young people
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children/ young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Danger	The possibility of harm and abuse happening
Equity	Treating everyone equally
Exploitative behaviour	Manipulative behaviour that is abusive and focuses on the vulnerabilities of children and young people
Families	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Harm	The effects of a child/young person being physically or mentally injured or abused
Inclusion	Allowing everyone to be included in anything being undertaken and not discriminating in any way
Level of development and understanding	Covers the physical, social, emotional and intellectual level of children and young people
Life chances	Aspects of children and young people's lives that can inhibit or promote the chance they have to maximise and realise their full potential
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Parents	The people with legal parental responsibility
Personal safety	Keeping yourself safe from any type of danger, abuse, harm, neglect or exploitation
Pre-speech	The sounds made by children prior to them being able to speak using words

| **Rights** | The rights that children and young people have under the UN Convention on the Rights of the Child to: |
| | |

Rights

The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts

- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation;

and also the right to:
- be respected
- be treated equally and not be discriminated   against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks

The likelihood of danger, harm and/or abuse arising from anything or anyone

Signs and symptoms of harm and abuse

Physical, behavioural and emotional indicators which may signify possible harm and abuse

Spiritual well-being

State of wholeness, when every aspect of life is in balance and the child/young person feels confident, creative, fulfilled and integrated, both inwardly and in relation to other people. It is a process of growth and development that gives to the individual meaning, purpose, direction and value in daily life

HSC34a   Work with children and young people in ways that promote their rights and responsibilities

Performance Criteria

You need to:

1. use **children and young people's** preferred communication methods and language, taking into account their age, abilities and **level of development and understanding**

2. treat and value each child/young person as an individual

3. respect the dignity and privacy of children and young people

4. respect the children and young people's diversity, culture and values

5. work in ways that do not discriminate but promote **equity** and **inclusion**

6. work with children and young people in ways which demonstrate to them that you:
   - recognise and value their beliefs, preferences and experiences
   - put their views and preferences at the centre of everything you do
   - recognise the impact that losses, experiences and life events have had on their lives and development
   - recognise their right to complain and be supported in doing so

7. provide **active support** to enable children and young people to:
   - maximise their participation and independence
   - take age appropriate responsibility

8. identify and take appropriate action when behaviours and practice of **others** discriminate against children and young people

9. ensure that children and young people have the appropriate information about how to complain and the support they can receive for this

10. seek extra support and advice when you are having difficulty supporting the equality, diversity, rights and responsibilities of children and young people

HSC34b   Support children and young people to express their views and preferences about their health and well-being

Performance Criteria

You need to:

1. provide active support to enable children and young people to communicate their needs, views, preferences and aspirations about:
   - their emotional, social and physical well-being
   - their cultural and spiritual well-being
   - their education, talents and interests
   - their relationships with parents, families, carers, friends and others
   - what they want to achieve in the immediate, short and longer term

2. support children and young people to understand any **risks** associated with the needs, views, preferences, aspirations and expectations they have communicated

3. observe actions and behaviour and take account of **pre-speech** and non-verbal behavioural cues when working with children who are unable to express their needs, views, wishes, aspirations and preferences because of their age and/or level of development and understanding

4. work with children and young people to:
   - promote their self-esteem, sense of security and belonging
   - raise their expectations and aspirations realistically

5. support children and young people to be involved in decisions and have as much control over their lives as possible, taking account of their age, needs, safety and any restrictions placed upon them

6. support parents, families and carers to understand the needs, views, preferences, aspirations and expectations of children and young people taking account of any restrictions placed upon them

7. contribute to inter-agency and partnership working to identify and promote the well-being and **life chances** of children and young people

HSC34c   Contribute to the protection of children and young people

Performance Criteria

You need to:

1. promote children and young people's awareness of **personal safety**

2. ensure that your own practice:
   - provides the necessary protection for children and young people
   - challenges and takes appropriate action to recognise dangerous, abusive, discriminatory and exploitative behaviour

3. are aware of and take action to minimise risks and harm that children and young people can experience from visual, written and electronic forms of communication and media

4. contribute to setting and maintaining safe, consistent and understandable boundaries for children and young people in relation to acceptable behaviour

5. work with those within and outside your organisation to support parents, families and carers to identify and understand any factors that may present a risk of **harm** and **abuse** to children and young people

6. take appropriate action where children and young people:
   - are likely to become, or are involved in offending and offensive behaviour
   - may be subjected to the offending and offensive behaviour of others

7. respond positively and appropriately to incidents of bullying, self harm and reckless behaviour

8. develop trusting relationships in which children and young people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution

9. recognise **signs and symptoms** of **danger, harm and abuse** and use your organisation's systems and procedures to report these

10. respond, communicate and record promptly to relevant people within and outside your organisation, your concerns about signs and symptoms of abuse, avoiding actions that could adversely affect the use of evidence in future investigations and court proceedings

11. use supervision to:
    - communicate what happened and your actions
    - support and enable you to cope with your thoughts and feelings about the suspected harm and abuse

12. complete accurate, timed and dated records and reports on suspicions of danger, harm and abuse:
    - within confidentiality agreements
    - according to legal and organisational requirements
    - that avoid statements that could adversely affect the use of evidence
    - avoiding actions that could adversely affect the use of evidence in future investigations and court proceedings

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place children and young people's preferences and best interest at the centre of everything you do
- how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child's/young person's rights and those of parents
- how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's needs, wishes and preferences to be met
- dilemmas between:
  - the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection.
  - your own values and those of the children and young people, their parents, families, carers and key people
  - your own professional values and those of others within and outside your organisation
- methods that are effective:
  - in promoting equality and diversity
  - when dealing with and challenging discrimination

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting children and young people, parents, families and carers, taking account of their views and preferences and protecting them from danger, harm and abuse
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - dealing with comments and complaints
  - promoting the well-being and protection of children and young people
- legal, statutory requirements policies and procedures relating to:
  - the promotion and safeguarding of children and young people
  - promoting secure and permanent relationships for children and young people
  - parental rights and responsibilities
- working in integrated ways to promote children and young people's well-being
- working with parents, families and carers to promote the well-being and life chances of children and young people
- the rights of children and young people nationally and through the UN convention on the Rights of the Child

- frameworks and guidance on:
  - assessment
  - education
  - health
- practice and service standards relevant to your work setting and relating to valuing and respecting children and young people, their parents, families and carers, taking account of their views and preferences and protecting them from danger, harm and abuse
- how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- the purpose of, and arrangements for, your supervision and appraisal

Theory and practice
- how and where to access information and support that can inform your practice relating to valuing and respecting children and young people, taking account of their views and preferences and protecting them from danger, harm and abuse
- government reports, inquiries and research reports into serious failures to protect children and young people
- theories relevant to the children and young people with whom you work, about:
  - human growth and development
  - identity and self-esteem
  - loss and change
  - power and how it can be used and abused
  - the effects of stress and distress
  - working with children and young people with additional needs
- role of relationships and support networks in promoting the well-being of the children and young people with whom you work
- factors that affect the health, well-being, behaviour, skills, abilities and development of children and young people and parents, families and carers
- methods of:
  - effective communication and engagement with children and young people, their parents, families and carers
  - involving children and young people in assessing, planning, implementing, reviewing their health and care services and plans, taking into account their needs, views, aspirations and expectations, in ways that are appropriate to the age of the child and young person and their development level and understanding
  - working with children and young people who have been abused, bullied, persecuted, who are at risk of harm (including self-harm) or danger and of becoming involved in offending behaviour
  - factors that cause risks and those that ensure safe and effective care for children and young people
- the importance of stable family, adult and peer relationships
- the impact of disruption, including placement disruption
- type of support for disabled children, young people and parents
- signs and symptoms of danger, harm and abuse
- correct actions to take when you suspect danger, harm or abuse has been disclosed
- the types of evidence that are valid in investigations and court; actions that could contaminate the use of evidence and how to avoid these
- recording and reporting requirements for different purposes and audiences, emphasising the importance of accuracy and timed and dated records

HSC35   **Promote choice, well-being and the protection of all individuals**

Elements of Competence

HSC35a   Develop supportive relationships that promote choice and independence
HSC35b   Respect the diversity and difference of individuals and key people
HSC35c   Contribute to the protection of all individuals

About this unit[1]
For this unit you are expected to protect individuals whilst respecting their diversity, difference, preferences and choice.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisation and legal procedures; putting undue pressure on individuals.
Communicate 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.
Danger could be: imminent; in the short term; in the medium term; in the longer term.
Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour.
Key people include: family; friends; carers; others with whom the individual has a supportive relationship.
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self harm; bullying; abuse; reckless behaviour.
Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They are embedded in this unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

_____

Abuse	Abuse is causing physical, emotional, financial and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:
	• be respected
	• be treated equally and not be discriminated against
	• be treated as an individual
	• be treated in a dignified way
	• privacy
	• be protected from danger and harm
	• be cared for in a way that meets their needs, takes account of their choices and also protects them
	• access information about themselves
	• communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Signs and symptoms of danger, harm and abuse	Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse.

HSC35a   Develop supportive relationships that promote choice and independence

Performance Criteria

You need to:

1.   develop and maintain relationships that promote the views, preferences and independence of **individuals** and **key people**
2.   support individuals to communicate their views and preferences regarding their current and future health and well-being needs and priorities
3.   work with individuals to identify the care and support:
4.   they can and wish to undertake themselves
5.   that can be provided through the individual's support networks
6.   that needs to be provided by yourself and **others** within and outside your organisation
7.   provide **active support** to meet the holistic needs and preferences of individuals
8.   carry out the activities for which you are responsible in ways that:
9.   promote individuals' rights and preferences
10.   complement and support the activities of individuals, key people and others within and outside your organisation
11.   support the rights of individuals and key people to access information and resources to meet their needs and preferences
12.   work to resolve conflicts, seeking additional support and advice in areas that are outside your competence to deal with
13.   support and respond appropriately to individuals and key people making comments and complaints about their care

HSC35b   Respect the diversity and difference of individuals and key people

Performance Criteria

You need to:

1.   respect the dignity and privacy of individuals and key people
2.   treat and value each person as an individual and ensure that the support you give takes account of the their needs and preferences
3.   work with individuals and key people in ways that provide support that is consistent with individuals' beliefs, culture, values and preferences
4.   provide active support to enable individuals to participate in activities and maintain their independence
5.   support others with whom you work, to work in ways that:
      - recognise and respect individuals' beliefs and preferences
      - take account of individuals' preferences in everything they do
      - acknowledge and respect diversity and difference
6.   reflect on, and challenge:
7.   your own assumptions, behaviour and ways of working
8.   the assumptions of others, their behaviour and ways of working
9.   procedures, practices and information that are discriminatory
10.   seek advice when you are having difficulty promoting equality and diversity

HSC35c   Contribute to the protection of all individuals

Performance Criteria

You need to:

1. use all available information to identify the **risks** of actual and likely **danger**, **harm** and **abuse** for individuals, key people and others with whom you work
2. ensure that:
3. your own practice and actions are sensitive to situations, issues and behaviour that may lead to the danger, harm and abuse of individuals and key people
4. you provide necessary protection for individuals, balancing their rights and those of key people, and taking account of any restrictions placed upon anyone
5. you recognise and challenge dangerous, abusive, discriminatory or exploitative behaviour appropriately
6. recognise **signs and symptoms of danger, harm and abuse** and use your organisation's systems and procedures to report these
7. develop relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
8. respond appropriately to disclosures of risk of danger, harm and abuse, avoiding actions that could adversely affect the use of evidence in future investigations and court
9. support individuals and key people to understand your responsibilities to:
10. pass on information about actual and likely danger, harm and abuse
11. protect them and others from danger, harm and abuse
12. use supervision and support to enable you to cope with your thoughts and feelings about any suspected and/or disclosed danger, harm and abuse
13. complete accurate, timed and dated records and reports, on suspicions of danger, harm and abuse:
14. within confidentiality agreements
15. according to legal and organisational requirements
16. that avoid statements that could adversely affect the use of evidence in future investigations and court

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information
- how to provide active support and place the preferences and best interest of individuals at the centre of everything you do
- dilemmas between:
- individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection
- individuals' views, preferences and expectations and how these can and are being met
- your own values and those of the individuals and key people
- your own professional values and those of others within and outside your organisations
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individuals' needs, wishes and preferences to be met
- methods that are effective:
  - o in promoting equality and diversity
  - o when dealing with and challenging discrimination

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting individuals and key people, taking account of their views and preferences and protecting them from danger, harm and abuse
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- dealing with comments and complaints
- health and safety
- the protection of yourself, individuals, key people and others from danger, harm and abuse
- working with others to provide integrated services
- practice and service standards relevant to your work setting and relating to valuing and respecting individuals and key people, taking account of their views and preferences and protecting them from danger, harm and abuse
- how to access records and information on the needs, views and preferences of individuals and key people
- the purpose of, and arrangements for your supervision and appraisal

Theory and practice

- how and where to access information and support that can inform your practice relating to valuing and respecting people, taking account of their views and preferences and protecting them from danger, harm and abuse
- theories relevant to the individuals with whom you work, about:
  - human growth and development
  - identity and self-esteem
  - loss and change
  - power and how it can be used and abused
  - the effects of stress and distress
- role of relationships and support networks in promoting the well-being of individuals
- factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people with whom you work
- methods of supporting individuals to:
  - express their needs and preferences
  - 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 well-being
  - factors that may lead to danger, harm and abuse
  - how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse
  - signs and symptoms of danger, harm and abuse
- correct actions to take when you suspect danger, harm and abuse or where it has been disclosed
- the types of evidence that are valid in investigations and court, actions and statements that could contaminate the use of evidence
- methods that are effective in forming, maintaining and ending relationships with individuals and key people
- different ways of communicating with individuals, families, carers, groups and communities about choice, well-being and protection

HSC36 **Contribute to the assessment of children and young people's needs and the development of care plans**

Elements of Competence

HSC36a   Contribute to the assessment of children and young people's needs, wishes and preferences
HSC36b   Support the development and implementation of care plans
HSC36c   Contribute to reviewing care plans for children and young people

About this unit[1]
For this unit, you will be expected to contribute to the assessment of children and young people's needs, wishes and preferences and to the development, implementation and review of their care plans.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Preferred communication methods and language include: the child/young person'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.
Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self harm; reckless behaviour.
Information could include: any plans; care needs assessments; records and reports.
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Agree	Means gaining assent to the final form of a plan or assessment and not that everyone was of the same view. The agreement would specify where the assessment or plan recognised that what would be offered was not the first preference of the children and young people, and would identify where there are areas of concern and conflicts of opinion and judgements
Care plans	The care plan will include all aspects of the children and young persons' care needs which need to be adhered to within any setting in which the child/young person is living. It addresses the holistic needs of the children and young people and should promote their life chances
Carer	Any person who cares for the physical, social and emotional well-being of the children and young people
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/ young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Dimensions	This refers to the three dimensions used in the Assessment Framework. These are the child's developmental needs, the capacity of their parents to care for them and the family and environmental factors. The aim is that by assessing all these dimensions it will be possible to safeguard and promote the welfare of the child and their best interests
Families	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Harm	The effects of a child/young person being physically or mentally injured or abused
Level of development and understanding	Covers the physical, social, emotional and intellectual level of children and young people
Life chances	Aspects of children and young people's lives that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Parents	People with legal parental responsibility,

Permanency	A focus on promoting secure, stable and fulfilling relationships for children and young people whether they are living with their birth families, in foster, adoptive or residential homes. Permanency planning uses this criteria to underpin work to meet the short, medium and long term needs of children and young people i.e. until they are 21 or 25 if still in education
Pre-speech	The sounds made by children prior to them being able to speak using words
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be free from exploitation
- be involved in decisions that affect their lives
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts

- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

and also the right to:
- be respected
- be treated equally and not be discriminated   against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone
Signs and symptoms of harm and abuse	Physical, behavioural and emotional indicators which may signify possible harm and abuse

HSC36a   Contribute to the assessment of children and young people's needs, wishes and preferences

Performance Criteria

You need to:

1. identify your own and others roles and responsibilities, in assessing the needs, wishes and preferences of **children and young people**
2. access and review **information** about the different **dimensions** of children and young people's lives, their expressed needs, wishes and preferences and any specific requirements they have
3. engage and work with children and young people using their preferred communication methods and language and in ways that are suitable to their age, abilities and **level of development and understanding**
4. identify and access any extra support you need to enable children and young people to communicate their needs, wishes and preferences
5. identify environments, objects, situations and the behaviour of others that stimulate, interest or cause fear in the child/young person
6. observe actions and behaviour and take account of **pre-speech** and non-verbal behavioural cues when working with children who are unable to express their needs, views, wishes, aspirations and preferences because of their age and/or level of development and understanding
7. support children and young people, **parents**, **families** and **carers** to identify:
    *   children and young people's needs, wishes and preferences for their care, and support
    *   any **risks** of **danger, harm and abuse**
8. when processing information and providing feedback about the short, medium and long term health and care needs of children and young people, take account of:
    *   the children and young people's views
    *   your own views
    *   the views of parents, families, carers and others within and outside your organisation relating to the children and young people's health, education and care needs and any associated risks
9. contribute to the assessment of the different dimensions of children and young people's lives and to **permanency** planning to cover their long, medium and short term needs
10. work with all involved to **agree** children and young people's assessed needs and preferences
11. support children and young people, parents, families and carers to understand, and to challenge and complain about the child/young person's assessment

HSC36b   Support the development and implementation of care plans

Performance Criteria

You need to:

1. identify your role and responsibilities in developing and implementing **care plans** for children and young people
2. contribute to consultations about the development of children and young people's care plans taking into account their assessed needs, wishes and preferences

3. support children and young people, parents, families and carers to understand:
    - where the wishes and preferences of children and young people, parents, families and carers could not be met within the care plan and why
    - the arrangements for the implementation of care plans
    - how to use procedures to challenge and complain about the content of the care plan and its implementation
4. ensure that you are able to carry out the care plan activities for which you are responsible
5. when implementing the care plan, observe, record and report to the appropriate people on any significant changes:
    - to the children and young people's needs, circumstances, wishes and preferences and any risks arising from these
    - to the needs, circumstances and preferences of parents, families and carers
6. check your observations with the children and young people, parents families, carers and others from within and outside your organisation
7. support children and young people, parents, families and others with whom you work to identify and monitor changes in the children and young people's needs, circumstances and preferences
8. observe, and support parents, families and carers to observe, actions and behaviour and take account of pre-speech and non-verbal behavioural cues when implementing care plans where children are unable to express their needs, views, wishes, aspirations and preferences because of their age and/or level of development and understanding
9. work with all involved to identify and implement any changes arising from the impact of the care plan on the health and social well-being of the child/young person

HSC36c   Contribute to reviewing care plans for children and young people

Performance Criteria

You need to:

1. check your own and others responsibilities in providing feedback on the implementation of the care plan
2. engage and work with children and young people using their preferred communication methods and language and taking account of their age, abilities and level of development and understanding to identify:
    - parts of the care plans which they feel best meet their needs
    - parts of the care plans that they feel need changing
    - changes to their needs, circumstances, wishes and preferences that could affect the care plan and its implementation
    - changes in the needs and circumstances of their families, parents, carers and others
    - involve and work in partnership with children and young people, parents, families, carers and people within and outside your organisation to review the care plan for the child/young person
3. provide feedback to the appropriate people on the strengths and limitations of the care plan in meeting the assessed and changing needs, circumstances and preferences of children and young people
4. support children and young people, parents, families and carers to understand how their feedback will be used to inform changes to the care plan
5. where there is conflict about your feedback and observations, follow organisational procedures and practices to address the issues raised
6. contribute to meetings and discussions about revisions to care plans and their implementation

7.   contribute to revising and implementing any changes to care plans that are within your role and responsibilities

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:
Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when contributing to the assessment of children and young people's needs and care planning
- how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child/young person's rights and those of parents when assessing and contributing to care plans of children and young people
- how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to assess and enable the children and young people's needs, wishes and preferences to be met within their care plans
- dilemmas between:
    - the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection.
    - your own values and those of the children and young people, their parents, families, carers and key people
    - your own professional values and those of others within and outside your organisations

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to the assessment of children and young people's needs and care planning
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- dealing with comments and complaints
- promoting the well-being and protection of children and young people
- assessing children and young people's needs
- care planning
- promoting secure and permanent relationships for children and young people
- parental rights and responsibilities
- frameworks and guidance on:
    - assessment
    - education
    - health
- how to access records and information relevant to children and young people, parents, families and carers

Theory and practice

- how and where to access information and support that can inform practice about the assessment of children and young people's needs and care planning
- government reports, inquiries and research reports into serious failures to protect children and young people
- theories relevant to the children and young people with whom you work, about:
  - language development
  - verbal and non-verbal behaviour and cues
  - human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
  - identity and self-esteem
  - loss and change
  - conflicts and dilemmas
  - power, and how it can be used and abused
  - the effects of stress and distress
- working in integrated ways that promote children and young people's well- being
- role of relationships and support networks in promoting the well-being of the children and young people with whom you work
- factors that affect the health, well-being, behaviour, skills, abilities and development of children and young people and parents, families and carers
- the responsibilities and limits of your relationships with children and young people and parents, families and carers
- methods of:
  - effective communication with engagement of children and young people, their parents, families and carers
  - involving children and young people in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, aspirations and expectations, in ways that are appropriate to the age of the child and young person and their developmental level and understanding
  - working with parents, families and carers to support the children and young people and promote their life chances
- working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, or of becoming involved in offending behaviour
- the role of stable family, adult and peer relationships in promoting children's sense of identity, security and life chances
- the impact of disruption, including placement disruption on children and young people's development, their relationships, their educational attainment and health
- support for children, young people and parents with additional needs
- how to contribute to inter-agency and partnership working

HSC37   **Care for and protect babies**

Elements of Competence

HSC37a   Care for the physical and nutritional needs of babies
HSC37b   Provide a safe and secure environment in which babies can grow and develop
HSC37c   Stimulate babies to assist their social, emotional, intellectual and language
                       development
HSC37d   Assist in the evaluation of the babies' growth and development

About this unit[1]
For this unit you need to provide direct care for the physical, nutritional, social, emotional, intellectual and language development needs of babies.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Specific instructions can be those required to meet the needs of babies.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); babies, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Babies	Babies in this unit are from birth to two years of age
Babies' communications	Babies' communications can include conversational actions, noises, words, other forms of non-verbal communication and turn-taking
Carer	Any person who cares for the physical, social and emotional well-being of the babies
Danger	The possibility of harm and abuse happening
Environment	The environment is the place where the child/young person is living, it could include a foster parents home or a residential setting
Harm	The effects of a child/young person being physically or mentally injured or abused
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Parents	People with legal parental responsibility
Pre-speech	The sounds made by children prior to them being able to speak using words
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

Rights (continued):

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

and also the right to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them

- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC37a   Care for the physical and nutritional needs of babies

Performance Criteria

You need to:

1. access information and records that identify the physical and nutritional needs of the **babies** for whom you are responsible

2. work with **parents**, **carers** and **others** to identify:
   who should be involved in the assessment of the babies' physical and nutritional needs
   your responsibilities and the responsibilities of others in the care of babies
   any specific issues that need to be taken account of when caring for the physical and nutritional needs of babies
   any specialist expertise that may be required and how this will be provided

3. prepare and store food and drink for babies:
   - hygienically and according to any specific instructions
   - according to the age, needs and any medical conditions of the babies
   - according to specific plans for the babies
   - according to legal and organisational requirements

4. wean and actively support and encourage babies to feed themselves according to their age, developmental level and physical abilities

5. create a comfortable and relaxed atmosphere whilst feeding and providing for the physical care of babies

6. handle, wash, change nappies and dress babies to meet their physical comfort, health and well-being needs and the environmental conditions

7. actively encourage babies to exercise, develop their mobility, explore their surroundings, crawl and walk

8. praise and positively reinforce babies' physical movement and the development of their physical skills

HSC37b   Provide a safe and secure environment in which babies can grow and develop

Performance Criteria

You need to:

1. work with others to:
   - assess what is necessary to create and maintain a safe and secure environment for the babies for whom you are responsible
   - ensure the necessary safety equipment is installed and securely placed to protect the babies from danger and harm
   - access the resources to make the environment safe and secure for the babies for whom you are responsible

2. observe actions and behaviour of babies, taking account of **pre-speech** and non-verbal behavioural cues to identify environments, objects, situations, the behaviour of others and the people they are interested in, stimulated by and fearful of

3. ensure that babies:
    - are never left unattended
    - are only handed to or left with people who are capable of caring for them
    - are placed in environments that are safe and secure and which take account of the babies age, size, development levels and physical abilities
    - are provided with toys and equipment that take account of their age, size, developmental levels and physical abilities
4. dispose of soiled items hygienically and in ways that minimise the spread of infection
5. take the necessary safety and hygiene measures when feeding, handling and providing toys and equipment for babies
6. take necessary precautions to ensure that babies are protected from the **risk** of **danger, harm and abuse**, seeking specialist advice and intervention where appropriate

| **HSC37c** | Stimulate babies to assist their social, emotional, intellectual and language development |

Performance Criteria

You need to:

1. work with babies, parents, carers and others to assess the specific stimulation and developmental needs of babies
2. work with parents, carers and others to:
    - agree how care of babies should be shared to maximise the desired outcomes for babies
    - develop and implement an integrated plan to address the babies' stimulation, social, emotional, intellectual and language development
3. handle and relate to the baby in ways which stimulates, supports and encourages their social, emotional, intellectual and language development
4. select and use objects, games, equipment and play materials that stimulate and actively promote the babies social, emotional, intellectual and language development
5. provide daily routines, including appropriate indoor and outdoor activities to stimulate and actively promote the babies' social, emotional, intellectual and language development
6. use everyday activities, physical contact, actions, games, rhymes, books, stories, songs and the **babies' communications** to:
    - encourage them to respond, interact and communicate
    - facilitate their language development
    - extend their listening skills and sound discrimination

| **HSC37d** | Assist in the evaluation of the babies' growth and development |

Performance Criteria

You need to:

1. observe babies, and provide and use activities that will help you to assess whether babies are growing and developing normally
2. monitor and take appropriate action when you notice:
    - anything that is abnormal in the babies' growth, development, behaviour, condition or their bodily functions
    - any changes in relation to normal development patterns for babies of a similar age
3. work with the parents and others, including those with specialist expertise, to monitor and review progress and to respond to changes in babies' needs and life circumstances

4. analyse and report on babies' development, what has been achieved and areas where babies might need additional help and support

5. complete records and reports on babies according to confidentiality agreements and legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide **active support** and place best interest of the babies with whom you are working at the centre of everything you do
- how to ensure that you protect the rights and the interests of babies
- how to work in partnership with parents, families, carers and those within and outside your organisation to enable babies' needs, wishes and preferences to be met, taking account of any limitations of anyone's rights
- dilemmas between:
- the babies' rights and the rights and responsibilities of their parents and carers
- the babies' preferences and needs and how these can be and are being met
- your own values and those of parents, families and carers
- your values and those of others within and outside your organisation

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for caring for and protecting babies
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - dealing with comments and complaints
  - promoting the well-being and protection of babies
  - promoting secure and permanent relationships for babies
  - parental rights and responsibilities
  - working in integrated ways to promote babies' well-being
  - working with parents, families and carers to promote the well-being and life chances of babies
  - practice and service standards relevant to your work setting and relating to the care and protection of babies
  - how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers
- frameworks and guidance:
  - assessment
  - education
  - health
  - initiatives to promote the well-being of babies, parents, families, carers and communities
- frameworks and guidance on working with parents, families and carers to promote the well-being and life chances of babies
- how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers
- health, safety and hygiene requirements which should be maintained when working with babies, especially when feeding babies

Theory and practice

- how and where to access information and support that can inform your practice about working with babies
- government reports, inquiries and research reports into serious failures to protect babies
- theories relevant to the babies with whom you work, about:
  - pre-speech and verbal and non-verbal behaviour and cues
  - human growth and development related to babies, including factors and conditions that can benefit and/or inhibit development
  - identity and self-esteem
  - social, emotional, intellectual and language development and factors that might enhance or inhibit these in babies up to two years of age
  - the ways in which babies can be stimulated according to their age in order to enhance their development
- the development of language and communication skills in babies and factors which influence learning and development, including the importance of stimulation and interaction with adults
- working in integrated ways to promote babies well-being
- role of relationships and support networks in promoting the well-being of the babies with whom you work
- factors that affect the health, well-being, behaviour, skills, abilities and development of babies and parents, families and carers
- conditions and issues you are likely to face in your work with babies and parents, families and carers
- factors that cause risks and those that ensure safe and effective care for babies
- type of support for disabled babies and parents
- the nutritional requirements and the types and consistency of food that is appropriate to babies up to two years old, including factors that influence weaning
- common food allergies and feeding difficulties and where to get advice about them
- unusual conditions and symptoms of common ailments which may require to be reported
- the variation in sleep patterns in babies over time and across babies, the importance of rest/sleep or quiet periods as part of the daily routine, of matching the routines of the home and child care setting, recognising when a baby needs sleep/rest and how to provide for it
- the role of exercise and physical play in promoting physical growth and development and how to incorporate these into daily routines
- methods of encouraging attentive listening and sound discrimination in babies
- types of activities that can stimulate:
  - sensory development
  - listening and sound discrimination
  - social, mental and physical development
- methods of food and drink preparation, presentation and preservation and hygiene and safety requirements associated with these
- suitable toys, equipment, games, books, rhymes, stories, songs and safety equipment for use with babies of different sizes and ages up to two years
- awareness of the effect of changes in temperature and babies' sensitivity to changes in temperature and the need to adapt the environment and clothing accordingly
- the emotional issues around toilet training and when and how to introduce it
- theories and principles of working with parents, carers and other family members to enable them to care for and protect the babies for whom they are responsible
- principles of practice to enable you to balance the needs of the babies, parents, carers and other family members

HSC38	Support children and young people to manage their lives

Elements of Competence

HSC38a	Work with, and provide advice for, children and young people about their clothes, appearance, environment and pocket money
HSC38b	Support children and young people to identify and develop their talents, interests and abilities
HSC38c	Support children and young people to participate in recreational activities

About this unit[1]

For this unit you need to advise and support children and young people to make decisions about their appearance, pocket money, interests, talents, abilities and recreational activities they wish to be involved in.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health , social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Carer	Any person who cares for the physical, social and emotional well-being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/ young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Families	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Level of development and understanding	Covers the cognitive, physical, social, emotional and intellectual level of children and young people.
Life chances	Aspects of children and young people's lives that can inhibit or promote the chances they have to maximise and realise their full potential, educationally and socially
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Parents	People with legal parental responsibility
Recreational activities	Recreational activities include any leisure or recreational pursuit that individuals wish to be involved in.

Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts

- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

and also the right to:
- be respected
- be treated equally and not be discriminated   against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

The environment	The environment is the place where the child/young person is living; it could include a foster parent's home or a residential setting

HSC38a	Work with, and provide advice for, children and young people about their clothes, appearance, environment and pocket money

Performance Criteria

You need to:

1. provide **active support** to enable **children and young people** to:
   - communicate their needs and preferences about their clothes, appearance and **the environment** in which they live
   - take care of, arrange, organise and decorate their own environment and space according to needs and preferences and ensuring that you respect their right to privacy

2. communicate and, where the children and young people want you to, advise them about their appearance and clothing

3. actively support children and young people to choose, shop for and buy their own clothes

4. provide advice and support children and young people to learn how to manage their pocket money taking account of their age, **level of development and understanding**, needs and preferences

5. where children and young people are managing their pocket money ineffectively or inappropriately, take appropriate action to help them deal with this

HSC38b Support children and young people to identify and develop their talents, interests and abilities

Performance Criteria

You need to:

1. provide active support to enable children and young people to communicate their interests, talents and abilities in ways that develop their self-image and esteem, and take account of their age, level of development and understanding, needs, preferences and circumstances
2. encourage children and young people to:
3. take part in activities that help them to identify and build upon and extend their interests, talents and abilities
4. participate in activities in which they are interested, for which they have talents and abilities and which adhere to their spiritual and religious beliefs
5. provide opportunities and seek and acquire resources to support children and young people to take forward their interests, talents and abilities
6. praise and celebrate, and encourage **parents**, **families** and **carers** to praise and celebrate children and young people's successes
7. actively support and encourage children and young people to communicate how they could use their interests, talents and abilities to better their **life chances**

HSC38c Support children and young people to participate in recreational activities

Performance Criteria

You need to:

1. work with children and young people to communicate the type of **recreational activities** they are interested in
2. seek and acquire information and support about recreational activities that the children and young people are interested in, are appropriate and would be beneficial to their health and well-being
3. provide opportunities and seek and acquire resources to support children and young people to participate in recreational activities of their choice
4. arrange for and encourage children and young people to take part in recreational activities that will help them grow and develop
5. praise and celebrate, and encourage parents, families and carers to praise and celebrate, children and young people's successes in any recreational activity they undertake
6. support and encourage children and young people through any difficulties they are encountering with recreational activities
7. support and encourage children and young people to invite other children and young people to:
8. participate in recreational activities in which they are interested
9. visit and become friends with them, taking account of their protection and any restrictions placed upon them and others with whom they wish to be friends

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when supporting them to manage their lives
- how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child/young person's rights and those of parents
- how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's needs, wishes and preferences to be met
- dilemmas between:
  - the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection.
  - your own values and those of the children and young people, their parents, families, carers and key people
  - your own professional values and those of others within and outside your organisation
- methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when supporting children and young people to manage their lives

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting children and young people to manage their lives
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- dealing with comments and complaints
- promoting the well-being and protection of children and young people
- parental rights and responsibilities
- working with parents, families and carers to promote the well-being and life chances of children and young people
- frameworks and guidance on:
  - assessment
  - education
  - health
- practice and service standards relevant to your work setting and relating to supporting children and young people to manage their lives

- how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers

Theory and practice

- how and where to access information and support that can inform your practice when supporting children and young people to manage their lives
- government reports, inquiries and research reports into serious failures to protect children and young people
- theories relevant to the children and young people with whom you work, about:
  - human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
  - identity and self-esteem
  - loss and change
  - conflicts and dilemmas
  - power, and how it can be used and abused when supporting children and young people to manage their lives
  - the effects of stress and distress
- working in integrated ways that promote children and young people's well-being
- the responsibilities and limits of your relationships with children and young people
- methods of effective communication and engagement of children and young people, their parents, families and carers
- factors that cause risks and those that ensure safe and effective care for children and young people
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- type of support for disabled children, young people and parents
- how to work with, and resolve conflicts that you are likely to meet
- the role of recreational activities, recognition and praise of talent and abilities, relationships and support networks in promoting the well-being of the children and young people with whom you are working
- constructive ways of providing advice that will enable children and young people to manage their own money, environment and appearance
- types of activities and advice that can be beneficial when supporting the child/young person to communicate their interests, talents and abilities
- the importance, benefits and methods of ensuring the child/young person understands and has confidence in their own interests, talents and abilities
- the ways to encourage children and young people to pursue their interests and those activities that enhance their talents and abilities
- the role which recreation and leisure plays in the health and social well-being of children and young people

HSC39	**Support children and young people to achieve their educational potential**

Elements of Competence

HSC39a	Support children and young people to identify and develop their educational aspirations
HSC39b	Help children and young people to identify, plan and access educational opportunities and activities
HSC39c	Encourage and support children and young people to carry out educational activities

About this unit[1]
For this unit you need to support children and young people to achieve their educational potential.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health , social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Carer	Any person who cares for the physical, social and emotional well-being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's /young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Families	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Level of development and understanding	Covers the cognitive, physical, social, emotional and intellectual level of children and young people.
Life chances	Aspects of children and young people's lives that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Parents	People with legal parental responsibility
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

and also the right to:
- be respected
- be treated equally and not be discriminated against

- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC39a   Support children and young people to identify and develop their educational aspirations

Performance Criteria

You need to:

1. communicate and explore with **children and young people, parents, families** and **carers** their interests, talents, abilities, beliefs and educational aspirations
2. demonstrate to children and young people that you have listened to and taken into account their views, experience, expertise and any difficulties they are facing
3. encourage children and young people to communicate the types of educational activities they are good at and what they would like to do in the future
4. are responsive to changes in the children and young people's educational aspirations as they develop
5. recognise children and young people's educational talents and interests and identify, with them, how they can build on these
6. provide **active support** to enable children and young people to examine what they want to achieve in their lives and how their talents, skills and abilities can contribute
7. support and encourage children and young people to communicate how education and their interests, talents and abilities could better their life chances

HSC39b   Help children and young people to identify, plan and access educational opportunities and activities

Performance Criteria

You need to:

1. actively support children and young people to communicate their aspirations, concerns and fears about their education
2. encourage children and young people to communicate any difficulties they are having and extra support they need to help them to achieve educationally
3. work with children and young people to plan educational activities that will help to overcome any difficulties they are having
4. work with children and young people, parents, families, carers and **others** to negotiate and agree how best to meet the child/young person's short, medium and long term educational needs and preferences
5. work with children and young people, their parents, family, carers and others to:
    - consider and select from the educational opportunities that are open to them in the short and medium term
    - plan for their long term educational needs
6. contribute to identifying resources that are available to meet the children and young people's educational needs
7. where resources are not available, work with the children and young people to identify other creative solutions to meet their educational needs and preferences

8.   work with children and young people and others to identify how the children and young people's concerns will be addressed when implementing any planned educational activities

HSC39c   Encourage and support children and young people to carry out educational activities

Performance Criteria

You need to:

1.   provide children and young people with the agreed support to help them achieve educationally

2.   give positive feedback on children and young people's educational achievements and successes, and encourage parents, families, carers and others to do the same

3.   give feedback to children and young people enthusiastically and in ways that are appropriate to their age, abilities, **level of development and understanding** and any special requirements they may have

4.   involve children and young people's parents, families, carers and others in recognising and rewarding educational achievements and successes

5.   support children and young people to address aspects of their lives, abilities and skills that are most likely to undermine their educational efforts and achievements

6.   support children and young people to:
     - overcome difficulties in any part of their education
     - set realistic aspirations about their future educational prospects
     - identify how what they have learned will affect their **life chances**

7.   help, advise and support children and young people to complete educational work

8.   monitor and review with the children and young people, parents, family, carers and others the outcomes of any planned educational activities and programmes

9.   involve children and young people, parents, family, carers and relevant others in negotiating, agreeing and implementing changes that need to be made to any educational programmes and plans

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when supporting them to achieve their educational potential
- how to ensure that you protect the rights and the interests of children and young people, taking account of any limitations on the child/young person's rights and those of parents
- how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's educational needs, wishes and preferences to be met
- dilemmas between:
- the children and young people's views, preferences, aspirations and expectations for education, and your role and responsibilities for supporting them to achieve their educational potential
- your own values and those of the children and young people, their parents, families, carers and key people
- your own professional values and those of others within and outside your organisations
- methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when supporting children and young people to achieve their educational potential
- how stereotypes can limit the child/young person's educational development

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting children and young people to achieve their educational potential
- current local, UK and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
- dealing with comments and complaints
- promoting the well-being and protection of children and young people
- parental rights and responsibilities
- the educational provision and plans for children and young people in general and those that specifically relate to the children and young people with whom you work
- the importance of meeting educational needs for children and young people
- relevant to the age of the children and young people with whom you are working
- frameworks and guidance on:
  - assessment
  - education
  - health
- practice and service standards relevant to your work setting and relating to supporting children and young people to achieve their educational potential
- how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers

Theory and practice

- how and where to access information and support that can inform your practice when supporting children and young people to achieve their educational potential
- government reports, inquiries and research reports into serious failures to protect children and young people
- theories relevant to the children and young people with whom you work, about:
- human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
- identity and self-esteem
- loss and change
- conflicts and dilemmas
- power and how it can be used and abused when supporting children and young people to achieve their educational potential
- the effects of stress and distress
  - developmental stages associated with children and young people and how changing care environments can have an impact on their educational development and achievement
  - the possible effects of environmental, physical, social, cultural and genetic factors in enhancing or impairing children's and young people's educational development and achievement
  - personal, social, emotional, identity, intellectual and language development that might impact on the children and young people's educational development and achievements
- how children and young people learn and achieve through education and how this relates to other aspects of their development
- working in integrated ways that promote children and young people's well-being
- the responsibilities and limits of your relationships with children and young people
- methods of:
  - effective communication and engagement with children and young people, their parents, families and carers
  - encouraging children and young people's educational aspirations, talents and interests
  - positively supporting children and young people's successes and achievements
  - working with, engaging and sustaining a child/young person's interest when supporting them to complete educational activities and programmes
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption on children and young people's educational achievements
- types of support for disabled children, young people and parents
- how to work with and resolve conflicts that you are likely to meet
- the responsibilities and limits of your relationships with children and young people and parents, families and carers
- resources, information and advice to support children and young people's educational development and achievements
- the local educational provision and options available within that provision to support children and young people's educational needs
- roles and responsibilities of specialist agencies in identifying educational need, providing resources and/or advocating on behalf of the children and young people
- the type of opportunities that occur naturally that can be used to help children and young people in their educational development and achievement
- the relationships between emotional, social, environmental and historical factors on the educational achievement of children and young people in general and how these factors can inhibit educational opportunities and achievement with the children and young people for whom you are responsible
- educational difficulties which may be experienced by young people who have been abused, neglected or are otherwise defined as "in need" and the systems to address the difficulties

HSC310   **Work with children and young people to prepare them for adulthood, citizenship and independence**

Elements of Competence

HSC310a   Support children and young people to access support, advice and information about adulthood, citizenship and independence

HSC310b   Identify, with children and young people, the skills and abilities to become adults and effective citizens

HSC310c   Prepare children and young people to move on and become independent

About this unit[1]

For this unit you need to support children and young people to be prepared for adulthood, citizenship and independence.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/ young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers the children and young people and their advocate/interpreter
Danger	The possibility of harm and abuse happening
Harm	The effects of a child/young person being physically or mentally injured or abused
Life chances	Aspects of children and young people's lives that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

and also the right to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them

	• access information about themselves
	• communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC310a	Support children and young people to access support, advice and information about adulthood, citizenship and independence

Performance Criteria

You need to:

1. seek advice, support and training to equip you to work with **children and young people** to assess their needs and prepare them for adulthood, citizenship and independence

2. provide **active support** to enable children and young people to assess and communicate their own support needs, wishes and preferences in terms of their independence, citizenship and becoming an adult

3. identify with the children and young people appropriate sources of support that will help them understand aspects of independence, citizenship and adulthood relevant to needs

4. help children and young people access appropriate support materials, information and individual assistance to enable them to prepare to move into independent and/or semi independent accommodation

5. support children and young people to understand and evaluate the support materials, and identify any materials that are discriminatory or exclusive

6. provide individualised support to enable children and young people to understand any information that will prepare them for adulthood, citizenship and independence

7. support children and young people to access individual assistance to assist them to make the transition to independence, citizenship and adulthood

HSC310b	Identify, with children and young people, the skills and abilities required to become adults and effective citizens

Performance Criteria

You need to:

1. work with children and young people to identify the skills, abilities and behaviour that will enhance their **life chances** and equip them to be responsible adults and effective citizens

2. communicate with and give guidance to children and young people about socially acceptable behaviour that will prepare them for citizenship and being a responsible adult

3. help children and young people to identify any skills, abilities and behaviour patterns they need to acquire to enable them to become effective citizens and responsible adults

4. support children and young people to identify personal experiences and behaviour that they think may affect their ability to become effective citizens and responsible adults

5. use documents, materials, naturally occurring events and specific individual and group activities to initiate discussion on the positive aspects of citizenship and adulthood, and any associated **risks** of **danger, harm and abuse**

6. support the children and young people to understand the rights and responsibilities involved with being an adult and an effective citizen

7. help children and young people who have specific needs in this area to access specialist support

HSC310c   Prepare children and young people to move on and become independent

Performance Criteria

You need to:

1. contribute to developing, implementing and changing plans to:
   - prepare children and young people for adulthood, citizenship and independence
   - support young people who are living independently

2. provide information about moving on and becoming independent that is understandable, accessible, non discriminatory, inclusive and meets the individual needs of children and young people

3. contribute to the assessment of the children and young person's needs and any plans to be developed for independent or semi independent living

4. assist children and young people to receive continued support in their relationships, identity, educational and practical life skills when they move on

5. work with the children and young people to support them to move into adulthood successfully

6. use documents, materials, naturally occurring events and specific individual and group activities to illustrate and help communications about skills, knowledge and risks associated with independent living

7. work with **others**, to acquire any specialist support for the young people to ensure that they are not disadvantaged, discriminated against nor excluded

8. support and encourage children and young people who are distressed about leaving the existing environment to express their feelings, fears and concerns about moving on

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when preparing them for adulthood, citizenship and independence
- how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child/young person's rights and those of parents
- how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's needs, wishes and preferences to be met
- dilemmas between:
  - the children and young people's views, preferences, aspirations and expectations for moving on and becoming independent, and your role and responsibilities for supporting them to achieve this safely
  - your own values and those of the children and young people, their parents, families, carers and key people
- your own professional values and those of others within and outside your organisations
- methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when preparing children and young people for adulthood, citizenship and independence
- how stereotypes can limit the child/young person's ability to move on and become an active citizen

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when preparing children and young people for adulthood, citizenship and independence
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - dealing with comments and complaints
  - protection of children and young people from danger, harm and abuse
  - plans that support children and young people to be prepared and able to cope with adulthood, citizenship, independence and independent living
- standards and guidance relevant to the areas of work for which you are responsible
- frameworks and guidance on:
  - assessment
  - education
  - health
- practice and service standards relevant to your work setting and relating to preparing children and young people for adulthood, citizenship, independence and independent

living
- how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers

Theory and practice
- how and where to access information and support that can inform your practice when preparing children and young people for adulthood, citizenship and independence
- government reports, inquiries and research reports into serious failures to protect children and young people   who are moving on into independent and semi independent living
- theories relevant to the children and young people with whom you work, about:
    - human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
    - identity and self-esteem
    - loss and change
    - conflicts and dilemmas
- power, and how it can be used and abused when preparing children and young people for adulthood citizenship and independent living
- the effects of stress and distress
- developmental stages associated with children and young people and how changing care environments can have an impact on their ability to cope with adulthood, citizenship and independence
- working in integrated ways that promote children and young people's well-being
- the responsibilities and limits of your relationships with children and young people
- factors that affect the health, well-being, behaviour, skills, abilities and development of children and young people and parents, families and carers
- conditions and issues you are likely to face in your work with children and young people, parents, families and carers
- methods of:
    - effective communication and engagement with children and young people, their parents, families and carers when preparing them for adulthood, citizenship and independent living
    - working with parents, families and carers to support the children and young people
    - working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, or of becoming involved in offending behaviour
    - working with, engaging and sustaining a child/young person's interest when preparing them for adulthood, citizenship and independence
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- type of support for disabled children, young people and parents
- how to work with, and resolve conflicts that you are likely to meet
- resources, information and advice which can support children and young people's preparation for adulthood, citizenship and independence
- the skills and abilities children and young people will need to plan and prepare them for adulthood, citizenship and independence
- issues that need to be taken account of by children and young people when they move on and become independent, including how to protect themselves from harm and abuse
- difficulties which may be experienced by young people who have been abused, neglected or are otherwise defined as "in need", when preparing them for adulthood, citizenship and independence
- the type of opportunities that occur naturally that can be used to:
- help children to communicate their feelings about adulthood, citizenship and independence
- reinforce behaviour that illustrates that children and young people are ready for adulthood, citizenship and independence

HSC311   **Support children and young people to develop and maintain supportive relationships**

Elements of Competence

HSC311a   Support children and young people to identify their own contact and relationship needs
HSC311b   Work with children and young people to maintain appropriate contact and relationships
HSC311c   Support children and young people to develop appropriate and supportive relationships

About this unit[1]
For this unit you need to be able to help children and young people to understand and maintain constructive relationships with their parents, carers, families and others.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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.
Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do themselves
Carer	Any person who cares for the physical, social and mental well being of the children and young people
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/ young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Danger	The possibility of harm and abuse happening
Family members	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Harm	The effects of a child/young person being physically or mentally injured or abused
Level of development and understanding	Covers the cognitive, physical, social, emotional and intellectual level of children and young people.
Offending behaviour	Offending behaviour can include drug and alcohol abuse, prostitution and other criminal activities
Others	Other people with whom the child/young person has a supportive relationship
Parents	People with legal parental responsibility
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children

suffering economic, sexual or other forms of exploitation
and also the rights that children and young people have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone
The environment	The environment is the place where the child/young person is living, it could include a foster parents home or a residential setting

HSC311a   Support children and young people to identify their own contact and relationship needs

Performance Criteria

You need to:

1. access records to understand any limitations that have been placed upon relationships and contact with **children and young people**

2. support children and young people to understand why and how some relationships are beneficial and some are detrimental to their health and social well being

3. engage and communicate with children and young people in ways that are appropriate to their age, abilities and **level of development and understanding**

4. provide **active support** to enable children and young people to identify and/or communicate:
   - the people and groups with whom they wish to have contact
   - their interests and talents and the benefits of forming and maintaining relationships with people within these groups
   - the type of people and groups that it would be detrimental to remain in contact and have relationships with

5. use documents, materials, naturally occurring events and specific individual and group activities to illustrate and help children and young people to communicate their contact and relationships needs

HSC311b   Work with children and young people to maintain appropriate contact and relationships

Performance Criteria

You need to:

1. provide the children and young people with practical support and opportunities to maintain constructive contact and relationships with **parents**, **family members, carers** and **others,** taking account of any restrictions placed upon anyone

2. encourage children and young people to keep in contact with parents, family members, carers and others, communicating the benefits and highlighting any limitations of such contacts

3. support children and young people to use the most appropriate form of contact to maintain constructive relationships with parents, family members, carers and others

4. encourage and respect the children and young people's wishes and rights for privacy and confidentiality when they select and invite friends into **the environment**

5. monitor and, where necessary, supervise any visits to safeguard the children and young people

6. support children and young people to understand why any restrictions have been placed on contact with specific groups and people

7. encourage children and young people, parents, family members, carers and others to be involved in activities within and outside the children and young person's environment, taking account of any restrictions placed upon anyone

8. take sensitive and appropriate action where you consider children and young people's contacts and relationships:
   - may be harmful and abusive for the children and young people
   - may lead to **offending behaviour**
   - may lead to the harm and abuse of others

HSC311c   Support children and young people to develop appropriate and supportive relationships

Performance Criteria

You need to:

1. support children and young people to:
   - develop appropriate relationships when they have just moved into a new environment, and whilst living there
   - avoid relationships that are abusive and could lead to risks of danger, harm and abuse to themselves and others
   - identify and report abusive relationships
   - cope with distress when contacts and relationships end

2. observe and take action to support the children and young people when they have relationship problems or become isolated

3. seek and access specialist help for anyone with specific relationship problems, taking account of the confidentiality needs of the children and young people

4. record and report on relationship issues, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when working with them to develop and maintain supportive relationships
- how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child/young person's rights, those of parents, family members, carers and others
- how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's needs, wishes and preferences to be met
- dilemmas between:
    - the children and young people's views, preferences, aspirations and expectations for relationships, and your role and responsibilities in supporting them to avoid relationships that may result in the risk of danger, harm, abuse and/or offending behaviour
    - your own values and those of the children and young people, their parents, families, carers and key people
- your own professional values and those of others within and outside your organisations
- methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when supporting children and young people to develop and maintain supportive relationships
- how stereotypes can limit the child/young person's ability to develop and maintain supportive relationships

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting children and young people to develop and maintain supportive relationships
- current local, UK and European legislation and organisational requirements, procedures and practices for:
    - data protection, including recording, reporting, storage, security and sharing of information
    - to develop and maintain supportive relationships
    - health and safety and protection of children and young people from danger, harm, abuse and offending behaviour
    - supporting children and young people to develop and maintain supportive relationships
    - the promotion and safeguarding of children and young people
- parental rights and responsibilities
- frameworks and guidance:
    - assessment
    - education
    - health
- practice and service standards relevant to your work setting when supporting children and young people to develop and maintain supportive relationships

- how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers

Theory and practice

- how and where to access information and support that can inform your practice when supporting children and young people to develop and maintain supportive relationships
- government reports, inquiries and research reports into serious failures to protect children and young people   in their relationships with parents, families, carers and others
- theories relevant to the children and young people with whom you work, about:
    - human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
    - identity and self-esteem
    - loss and change
    - conflicts and dilemmas
    - power, and how it can be used and abused when supporting children and young people to develop and maintain supportive relationships
    - the effects of stress and distress
- working in integrated ways that promote children and young people's well-being
- developmental stages associated with children and young people and how changing care environments can have an impact on their ability to develop and maintain supportive relationships
- the responsibilities and limits of your relationships with children and young people
- role of relationships and support networks in promoting the well-being of the children and young people with whom you work
- factors that affect the health, well-being, behaviour, skills, abilities and development of children and young people and parents, families and carers
- how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's needs, wishes and preferences to be met
- methods of:
    - effective communication and engagement of children and young people, their parents, families and carers
    - working with parents, families and carers to support the children and young people
    - working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour
    - the factors affecting the child/ young person's ability to:
    - maintain existing relationships
    - move on from old relationships
    - form and maintain new relationships
    - avoid contact with those people and groups where limitations have been placed upon them
- issues that are likely to arise when supporting children and young people to develop, maintain and move on from relationships and how to support the child/young person to deal with these
- factors to take account of when deciding how much and what type of information to divulge to children and young people
- the different reasons why limitations may be placed upon the children and young people's contact and relationships with specific individuals and groups
- the different forms which family patterns and relationships may take

HSC312 **Support the social, emotional and identity development of children and young people**

Elements of Competence

HSC312a Identify and help children and young people to assess their social, emotional and identity needs

HSC312b Support children and young people to develop a positive self image, enhance their self-esteem and improve self-reliance

HSC312c Observe, assess and take action to promote children and young people's social, emotional and identity development

About this unit[1]

For this unit you will work directly with children and young people, helping them to develop socially and emotionally.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health , social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Carer	Any person who cares for the physical, social and mental well-being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/ young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Families	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Level of development and understanding	Covers the physical, social, emotional and intellectual level of children and young people
Others	Other people with whom the child/young person has a supportive relationship
Parents	People with legal parental responsibility
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that children and young people have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm

- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks   The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC312a   Identify and help children and young people to assess their social, emotional and identity needs

Performance Criteria

You need to:

1. gain the trust of **children and young people** and encourage and enable them express their feelings and thoughts about:
   - themselves
   - their past experiences, current circumstances and plans they have for the future
   - aspects of their lives which they think are good and those that are not
   - their relationships with **parents**, **families**, **carers** and **others**
2. ensure that any special requirements that children and young people have do not disadvantage or exclude them from any activities
3. use naturally occurring opportunities to enable children and young people to communicate about their social, emotional and identity needs
4. provide **active support** to enable children and young people to:
   - understand, assess and identify their own social, emotional and identity needs
   - identify and communicate any activities or support they think could meet their social, emotional and identity needs
5. respond sensitively, calmly and positively when the child/young person becomes emotional
6. seek appropriate help where you are unable to deal with any issues raised or disclosed by the child/young person

HSC312b   Support children and young people to develop a positive self-image, enhance their self-esteem and improve self-reliance

Performance Criteria

You need to:

1. provide active support to enable children and young people to communicate the impact of their personal circumstances on their self-image
2. use planned activities and other naturally occurring learning opportunities, to help children and young people to understand issues about their self-image, self-esteem and identity
3. work with children and young people in ways that are appropriate, taking account of their age, abilities and **level of development and understanding**
4. use resources and networks in the local community to introduce positive role models
5. encourage children and young people to identify with, and take pride in their own self-image and ethnic, cultural and sexual identity
6. encourage children and young people to identify their abilities to help them to develop a positive self-image, self-esteem and identity
7. provide opportunities for children and young people to make their own decisions and accept responsibility for their actions, taking account of the **risks** and benefits

8.	reward achievements and efforts towards self-reliance which enhance the children and young people's self-confidence and self-esteem

HSC312c	Observe, assess and take action to promote children and young people's social, emotional and identity development

Performance Criteria

You need to:

1.	observe children and young people in a variety of environments, whilst interacting and relating to others and when they carry out activities alone and within a group
2.	identify positive and negative aspects of the children and young people's social, emotional and identity development
3.	work with children and young people to:
    *	build upon positive aspects of their social, emotional and identity development
    *	find ways and activities that will help them to address challenging aspects of their social, emotional and identity development
4.	observe and assess any changes in children and young people's social and emotional well-being
5.	take opportunities to explore any changes with the children and young people and with their parents, families and carers
6.	seek advice and support to help resolve children and young people's identity issues and develop a positive sense of identity

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

*	legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
*	how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when supporting their social, emotional and identity development
*	how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child/young person's rights, those of parents, family members, carers and others
*	how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's needs, wishes and preferences to be met
*	dilemmas between:
    o	the children and young people's views, preferences, aspirations and expectations about their social, emotional and identity development, and your role and responsibilities in supporting them to develop a positive sense of self
    o	your own values and those of the children and young people, their parents, families, carers and key people
    o	your own professional values and those of others within and outside your organisation
    o	methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when supporting children and young people to develop and maintain supportive relationships

- the development of self-image and identity in children, and the additional needs regarding the development of identity which children from minority racial groups and cultures, bilingual children, and children of mixed racial origins may have
- stereotypical assumptions based on gender, race, culture, disability, educational experience etc. and how these, unchallenged, can limit the development of positive self-esteem, self-image and identity

Legislation and organisational policy and procedures

- your own and the roles, responsibilities, accountability and duties of others when supporting the social, emotional and identity development of children and young people
- current local, UK legislation and organisational requirements, procedures and practices for:
    - data protection, including recording, reporting, storage, security and sharing of information
    - developing and maintaining supportive relationships
    - health and safety and protection of children and young people from danger, harm, abuse and offending behaviour
    - supporting the social, emotional and identity development of children and young people
    - the promotion and safeguarding of children and young people
    - parental rights and responsibilities
    - frameworks and guidance:
    - assessment
    - education
    - health
- practice and service standards relevant to your work setting when supporting the social, emotional and identity development of children and young people

Theories and practice

- how and where to access information and support that can inform your practice when supporting the social, emotional and identity development of children and young people
- government reports, inquiries and research reports into serious failures to protect children and young people
- theories relevant to the children and young people with whom you work, about:
    - human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
    - personal, social, emotional, identity, intellectual and language development and factors that might enhance and inhibit these
    - developmental stages associated with children and young people and how changing care environments can have an impact on their social, emotional and identity development
    - loss and change
    - conflicts and dilemmas
    - power, and how it can be used and abused when preparing children and young people for adulthood citizenship and independent living
    - the effects of stress and distress
- working in integrated ways that promote children and young people's well-being
- the responsibilities and limits of your relationships with children and young people
- role of relationships and support networks in promoting the well-being of the children and young people with whom you work
- factors that affect the health, well-being, behaviour, skills, abilities and development of children and young people and parents, families and carers
- methods of:
    - effective communication and engagement of children and young people, their parents, families and carers
    - working with parents, families and carers to support the children and young people
    - working with children and young people who have been abused, bullied, persecuted,

who are at risk of harm or danger, of becoming involved in offending behaviour
- o factors that cause risks and those that ensure safe and effective care for children and young people
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
type of support for disabled children, young people and parents
how to work with, and resolve conflicts that you are likely to meet
- methods of developing positive identity, self-esteem and self-reliance in children and young people
- methods of engaging and sustaining the child/young person's interest and involvement when working on social, emotional and identity development
- reasons for emotional outbursts or negative reactions to work on identity
- the type of opportunities that occur naturally that can be used to:
  - o help children to communicate, control their feelings and to develop socially and emotionally
  - o reinforce positive aspects of children and young people's social, emotional, identity, self-esteem and self-reliance
  - o difficulties which may be experienced by young people who have been abused, neglected or are otherwise defined as "in need" in developing socially and emotionally
  - o planning, provision and evaluation of activities to explore issues of social, emotional and identity development

HSC313   **Work with children and young people to promote their own physical and mental health needs**

Elements of Competence

HSC313a   Work with children and young people to identify factors that will enable them to grow and develop healthily

HSC313b   Contribute to providing health care to meet children and young people's physical and mental health care needs

HSC313c   Respond appropriately to the physical and health care needs of children and young people

About this unit[1]
For this unit you have to work with children and young people to promote their own physical and mental health needs.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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.
Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Carer	Any person who cares for the physical, social and mental well-being of the children and young people
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/ young people's services, until they reach 21. Where children and young people use advocates/ interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Emergency	Immediate and threatening health danger to children and young people
Exploitative behaviour	Manipulative behaviour that is abusive and focuses on the vulnerabilities of children and young people
Families	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Harm	The effects of a child/young person being physically or mentally injured or abused
Level of development and understanding	Covers the physical, social, emotional and intellectual level of children and young people
Others	Other people with whom the child/young person has a supportive relationship
Parents	People with legal parental responsibility
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

Rights (continued):

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that children and young people have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm

- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

| **Risks** | The likelihood of danger, harm and/or abuse arising from anything or anyone |
| **The environment** | The environment is the place where the child/young person is living; it could include the home of foster parents or a residential setting |

| **HSC313a** | Work with children and young people to identify factors that will enable them to grow and develop healthily |

Performance Criteria

You need to:

1. support **children and young people** to understand aspects of personal health care, growth, and sexual development consistent with their age, abilities and **level of development and understanding**

2. provide **active support** to enable children and young people to communicate and agree the degree of support and the type of personal health care they require

3. take appropriate action to ensure that particular physical and medical needs of children and young people are addressed and additional help accessed when required

4. communicate and reinforce factors which might affect personal health, growth and development of children and young people

5. encourage children and young people to identify and evaluate changes in their physical development and bodily functions and communicate any concerns

6. communicate with children and young people and respond to any issues and concerns they may have about their sexual development and sexuality

7. organise, and where appropriate, support children and young people to attend appointments to address physical or medical needs

8. explore and try to resolve conflicts and tensions in relation to children and young people's needs and preferences about their physical health care

| **HSC313b** | Contribute to providing health care to meet children and young people's physical and mental health care needs |

Performance Criteria

You need to:

1. identify, explore and examine, with children and young people, **parents**, **families**, **carers** and **others** factors that can promote and hinder healthy physical, emotional and psychological development

2. contribute to a culture within **the environment** that encourages the self-esteem, mental health and well-being of children and young people

3. identify, openly acknowledge and suggest resolutions where conflicts and tensions arise

4. identify, and support children and young people to identify:
   - signs and symptoms of distress which might have an impact on their emotional and psychological health and well-being
   - factors that might pose a **risk** to their health and well-being

5. assess and take appropriate action to deal with and manage potential risks

6. encourage children and young people to use available resources of help, support and information

7. seek and acquire support, information and advice to resolve difficulties

HSC313c   Respond appropriately to the physical and health care needs of children and young people

Performance Criteria

You need to:

1. work with children and young people, their parents, families, carers and others to meet the physical and mental health care needs of children and young people, taking account of restrictions placed upon anyone

2. recognise, respond to and inform the relevant people when you observe:
   - changes in children and young people's behaviour and well-being
   - signs and symptoms of childhood illness

3. recognise, take appropriate action and inform relevant people when you see signs and symptoms that indicate:
   - mental or emotional distress
   - harm, abuse, exploitative behaviour and bullying
   - use of illegal substances

4. take appropriate action to deal with the physical and health needs of children and young people, dependent on the level of risk to them

5. summon assistance immediately when children and young people have a health **emergency**

6. inform parents, families and carers immediately, taking account of any restrictions placed upon anyone, when children and young people have a health emergency

7. contribute to supporting the treatment plan and monitor any indications of change in the condition of children and young people

8. seek and acquire information and advice to resolve health care issues and difficulties with children and young people

9. record and report on incidents and treatment within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when working with them to promote their own physical and mental health needs
- how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on their rights and those of parents
- how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people's physical and health needs, wishes and preferences to be met
- dilemmas between:
  - the children and young people's views, preferences, aspirations and expectations about their physical and health needs and your role and responsibilities for the care and protection of their physical and health needs
  - your own values and those of the children and young people, their parents, families, carers and key people
  - your own professional values and those of others within and outside your organisations
- methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when supporting children and young people to promote their own physical and mental health needs

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting children and young people to promote their own physical and mental health needs
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - dealing with comments and complaints
  - promoting the well-being and protection of children and young people
  - parental rights and responsibilities
  - working with parents, families and carers to promote the well-being and life chances of children and young people
  - supporting children and young people to promote their own physical and mental health needs
- frameworks and guidance on:
  - assessment
  - education
  - health

practice and service standards relevant to your work setting and relating to supporting children and young people to promote their own physical and mental health needs

how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers

Theory and practice

- how and where to access information and support that can inform your practice when supporting children and young people to promote their own physical and mental health needs
- government reports, inquiries and research reports into serious failures to protect children and young people, especially related to physical and mental health needs
- theories relevant to the children and young people with whom you work, about:
  - o human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
  - o identity and self-esteem
  - o loss and change
  - o conflicts and dilemmas
  - o power, and how it can be used and abused when supporting children and young people to promote their own physical and mental health needs
  - o motivation and its effects on enabling children and young people to deal with their own health and social well-being
  - o overall course of normal mental and physical growth, development and expected changes relating to age and stage
- working in integrated ways that promote children and young people's physical and mental health and well-being
- the responsibilities and limits of your relationships with children and young people
- methods of effective communication and engagement of children and young people, their parents, families and carers
- factors that cause risks and those that ensure safe and effective care for children and young people
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- how to work with, and resolve conflicts that you are likely to meet
- conditions and issues you are likely to face in your work with children and young people and parents, families and carers
- methods of effective communication and engagement with children and young people, their parents, families and carers when supporting them to promote their own physical and mental health needs
- sources of information, resources and advice available to promote the positive mental health development of children and young people and how to access these
- how the children and young people's circumstances, history of social and health care can adversely affect their growth, development, mental health and well-being
- the effect that age, stage, development and personal circumstances of children and young people may have on their ability to contribute and make decisions about their own health and social well-being
- factors which constitute a risk to the individual's development, positive health, mental health and well-being
- the types of impact that disabilities can have on children and young people's health and social well-being
- factors which define circumstances as being urgent, chronic or routine, and why it is essential that you know the limits of your responsibility and competence

HSC314   **Care for a newly born baby when the mother is unable to do so**

Elements of Competence

HSC314a   Feed babies
HSC314b   Clothe babies and keep them clean
HSC314c   Ensure babies are safe, secure and free from danger, harm and abuse

About this unit[1]
For this unit you need to provide direct care for babies when the mother is unable to do so.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Babies	Babies are those aged 0-2yrs
Carers	Carers are those taking the main parental role/guardianship of the baby
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Parents	People with legal parental responsibility

Rights   The rights that children and young people have under the UN Convention on the Rights of the Child to:
- play
- self expression and information about themselves
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that all concerned have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC314a Feed babies

Performance Criteria

You need to:

1. clean and dry your hands prior to and following handling the baby and preparing their food
2. use the correct methods to prepare and store equipment and feeds and to dispose of left over food
3. use the correct methods and any sterilisation procedures to make the feed
4. make up feeds to the required quantities
5. when **babies** indicate that they are hungry or when feeding is required for nutritional purposes, feed them in a suitable place and position to encourage digestion and satisfaction
6. record babies' progress and feeds accurately, seeking support and advice if problems occur

HSC314b Clothe babies and keep them clean

Performance Criteria

You need to:

1. prepare the environment and equipment for bathing and changing babies prior to undressing them
2. bathe, wash, dry, change and dress babies, handling them safely throughout
3. stimulate, relate to and interact with babies when bathing and dressing them
4. observe and treat any dryness or sores on babies skin
5. dress babies in suitable clothes for the environmental temperature and conditions
6. clean and store equipment and materials safely and ready for re-use
7. follow organisational procedures and practices when disposing of soiled nappies
8. update any records that are required and report anything you have observed during bathing and dressing which causes concern to the appropriate people, within confidentiality agreements and according to legal and organisational requirements

HSC314c Ensure babies are safe, secure and free from danger, harm and abuse

Performance Criteria

You need to:

1. check that identification labels are secure and correctly placed, reporting any discrepancies to the appropriate person
2. check the identification of anyone wanting to handle babies and only pass the babies to anyone who has permission to handle and care for them
3. ensure that babies are placed in a safe and secure location and position
4. relate to and interact with babies to help them feel safe and secure
5. take appropriate steps to ensure that there is no person or item of equipment/furniture within the environment that could cause or put babies at risk of danger, harm or abuse them
6. complete and store accurate records within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide **active support** and place the preferences and best interests of the babies with whom you are working at the centre of everything you do
- how to ensure that you protect the rights and the interests of babies
- how to work in partnership with parents, families, carers and those within and outside your organisation to enable the babies' needs, wishes and preferences to be met, taking account of any limitations of anyone's rights

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when caring for newly born babies
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - promoting the well-being and protection of babies
  - promoting secure and permanent relationships for babies
  - parental rights and responsibilities
  - working with newly born babies
  - working with parents, families and carers to promote the well-being and life chances of babies
- how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers
- health, safety and hygiene requirements which should be maintained when working with babies, especially when feeding them

Theory and practice
- how and where to access information and support that can inform your practice about working with babies
- government reports, inquiries and research reports into serious failures to protect babies, children and young people
- theories relevant to the babies with whom you work, about:
  - pre-speech and verbal and non-verbal behaviour and cues
  - human growth and development related to babies, including factors and conditions that can benefit and/or inhibit development
  - social, emotional, intellectual and language development and factors that might enhance and inhibit these in babies up to two years of age
  - the ways in which babies can be stimulated
- working in integrated ways to promote babies' well-being
- the responsibilities and limits of your relationships with babies and parents, families and carers
- methods of effective engagement with babies
- type of support for disabled babies and parents

- the reasons for and who to report feeding problems and anything unusual with babies
- the normal state, and changes in, urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies
- safest ways of positioning and handling babies for their health and safety and to encourage interaction
- positioning, comfort, environment, winding and the correct processes for feeding babies and why these may vary according to the parent's personal beliefs and preferences
- why the environment in which the babies are fed should be suitable and why this should be close to the mother where possible
- why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly
- the reason for, and how to report babies' first stools and urine
- why different parts of babies bodies are bathed differently and why particular attention should be paid to creases
- the reasons for informing the mother about the baby's feed and progress
- the ways in which babies:
  - develop during the first ten days of life
  - develop relationships with their carers in their early days of life
  - the difference between sterilisation and social cleanliness
  - the importance of consistency and continuity of care provided to babies
  - the effects of environmental conditions and temperatures on babies

HSC315   **Work with children and young people with additional requirements to meet their personal support needs**

Elements of Competence

HSC315a   Support children and young people with additional requirements to identify and develop plans to meet their personal support needs

HSC315b   Support children and young people to address their personal support needs

HSC315c   Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs

About this unit[1]

For this unit you need to contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Carer	Any person who cares for the physical, social and mental well being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/ young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Families	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Others	Other people with whom the child/young person has a supportive relationship
Parents	People with legal parental responsibility
Personal support needs	The needs of the children and young people relating to their personal activities such as going to the toilet, meeting their personal care needs, washing etc.
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that children and young people have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their

choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks   The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC315a   Support children and young people with additional requirements to identify and develop plans to meet their personal support needs

Performance Criteria

You need to:

1. support children and young people, parents, families, carers and others, to identify children and young people's personal support needs
2. seek information and advice to help you understand and address children and young people's personal support needs
3. examine, with children and young people, parents, families, carers and others, different ways their personal support needs can be met
4. support children and young people to identify their views and preferences about how their personal support needs should and could be met, taking account of their age, abilities and **level of development and understanding**
5. contribute to developing plans to meet the personal support needs of children and young people
6. seek and acquire specialist advice and support, to help you to meet the additional personal support needs of children and young people

HSC315b   Support children and young people to address their personal support needs

Performance Criteria

You need to:

1. identify the personal support needs of children and young people for whom you are responsible
2. provide **active support** to enable children and young people to:
3. identify and use their own skills, abilities, experience and knowledge to help meet their own personal needs
4. participate as much as they are able
5. assist children and young people to meet their personal support needs, taking account of and managing risks
6. provide active support to enable children and young people to carry out activities that support their personal needs, taking account of:
7. their expressed wishes and preferences
8. any **risks**
9. care plan requirements
10. work sensitively with children and young people to help them understand, cope with and minimise the frustrations they may feel when seeking and accepting help
11. support children and young people, parents, families, carers and others to identify any changes to children and young people's personal support needs
12. take appropriate action to deal with any changing personal support needs of children and young people
13. seek extra support and advice when you are having difficulty supporting the personal support needs of children and young people

14. seek additional help to address your own personal and emotional needs when working with children and young people with additional requirements to meet their personal support needs

HSC315c Contribute to evaluating the effectiveness of activities to meet children and young people's personal support needs

Performance Criteria

You need to:

1. encourage children and young people, parents, families and carers to provide feedback on the effectiveness of activities to meet children and young people's personal support needs

2. work with others to identify and carry out your own responsibilities to evaluate the effectiveness of activities to meet children and young people's personal support needs

3. support children and young people, parents, families, carers and others to evaluate aspects of your support that:
   - achieved positive results
   - could be improved

4. support children and young people, parents, families, carers and others to evaluate activities to meet children and young people's personal support needs, that:
   - have been beneficial to the child/young person
   - need improving

5. need amending to meet changes in the child/young person's needs, age, abilities and level of development and understanding

6. work with children and young people, parents, families and carers within the evaluation process in ways that respect their views, wishes and preferences

7. identify, with others:
   - where and what additional expertise is required to meet children and young people's current and future personal support needs
   - how any additional help and support can be accessed and who should be responsible for this
   - any changes that need to be implemented when supporting children and young people's additional personal support needs

8. support children and young people, parents, families and carers to identify and understand:

9. any changes that will be made to meet children and young people's personal support needs

10. when and by whom any changes will be made

11. how any changes with resource implications will be resourced

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when working with children and young people with additional requirements to meet their personal support needs
- how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on their rights and those of parents
- how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people who have additional needs to communicate and meet their needs, wishes and preferences
- dilemmas between:
- the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection
- your own values and those of children and young people, their parents, families, carers and key people
- your own professional values and those of others within and outside your organisations
- methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when working with children and young people with additional requirements to meet their personal support needs

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when working with children and young people with additional requirements to meet their personal support needs
- current local, UK and European legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - dealing with comments and complaints
  - promoting the well-being and protection of children and young people
  - parental rights and responsibilities
  - working with parents, families and carers to promote the well-being and life chances of children and young people
  - working with children and young people with additional requirements to meet their personal support needs
  - frameworks and guidance on:
  - assessment
  - education
  - health
- practice and service standards relevant to your work setting and when working with children and young people with additional requirements to meet their personal support needs
- how to access records and information on the needs, views, wishes and preferences of

children and young people, parents, families and carers
- the purpose of, and arrangements for your supervision and support

Theory and practice
- how and where to access information and support that can inform your practice when working with children and young people with additional requirements to meet their personal support needs
- government reports, inquiries and research reports into serious failures to protect children and young people with additional needs
- theories relevant to the children and young people with whom you work, about:
  - human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
  - identity and self-esteem
  - loss and change
  - conflicts and dilemmas
  - power, and how it can be used and abused when working with children and young people with additional requirements to meet their personal support needs
  - the effects of stress and distress
  - working with children and young people with additional requirements to meet their personal support needs
- positive and negative sources and reinforcement that can affect the children and young people's confidence, identity and self-esteem
- observing children and young people's progress
- the additional needs and conditions of children and young people with whom you will be working
- motivation and enabling children and young people to participate to their utmost abilities
- using, maintaining and disposing of hazardous and non-hazardous materials and equipment
- working in integrated ways that promote children and young people's well-being
- the responsibilities and limits of your relationships with children and young people
- methods of effective communication and engagement of children and young people, their parents, families and carers
- factors that cause risks and those that ensure safe and effective care for children and young people with additional needs
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- how to work with, and resolve conflicts that you are likely to meet
- conditions and issues you are likely to face in your work with children and young people and parents, families and carers
- methods of supporting children and young people with additional needs to:
- express their needs, wishes and preferences
- identify how their care needs should be met
- methods of:
  - effective communication and engagement with children and young people generally, and specifically with those with whom you are working
  - involving children and young people in activities in ways that are appropriate to the age of the child and young person, their level of development and understanding and their additional needs
  - working with parents, families and carers to support children and young people
  - working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour
  - how children's different needs might require different techniques
- the type of equipment and aids children and young people with whom you work may use, how to use them, how they should be maintained and who to contact if they are defective or need upgrading
- methods and formats for planning, monitoring, observing and recording for evaluation

purposes
- the importance of identifying if children and young people are distressed or uncomfortable when their personal support needs are being met
- how to support parents and carers to manage the risks to children and young people with their development and independence

HSC316   **Support the needs of children and young people with additional requirements**

Elements of Competence

HSC316a   Contribute to the assessment of children and young people's specific developmental levels and support needs

HSC316b   Support the implementation of programmes and support activities to meet the needs of children and young people with additional needs

HSC316c   Contribute to evaluating children and young people's participation in programmes and support activities

About this unit[1]

For this unit you need to work directly with children and young people who have additional needs either because of their life experiences, physical, visual or hearing impairments, learning difficulties or mental health problems.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Carer	Any person who cares for the physical, social and mental well being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's /young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Families	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Level of development and understanding	Covers the physical, social, emotional and intellectual level of children and young people
Others	Other people with whom the child/young person has a supportive relationship
Parents	People with legal parental responsibility
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts

- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that children and young people have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy

- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks   The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC316a   Contribute to the assessment of children and young people's specific developmental levels and support needs

Performance Criteria

You need to:

1. work with children and young people, parents, families, carers and others to identify assessment frameworks and processes that are relevant to assessing the specific development and support needs of **children and young people** with additional requirements

2. provide **active support** to enable children and young people to understand:
   - the nature and purpose of the assessment
   - the activities they will be required to carry out for the assessment

3. you support and encourage children and young people, **parents, families** and **carers** to identify and communicate their needs, views, concerns, preferences and choices about the assessments

4. identify areas of potential disagreement and conflict and agree how these will be managed

5. work with children and young people, parents, families and carers to:
   - put them at their ease about the assessment procedures
   - support them through the assessments
   - support them to understand the outcomes and the implications for children and young people
   - ensure that the expertise, experience and culture of children, young people, their parents or carers are recognised throughout the assessment process

6. carry out the assessment activities for which you are responsible

7. contribute and support others to carry out assessment activities

8. contribute to recording and reporting on the assessments:
   - within your role and responsibilities
   - within confidentiality agreements
   - according to legal and organisational requirements

HSC316b   Support the implementation of programmes and support activities to meet the needs of children and young people with additional needs

Performance Criteria

You need to:

1. contribute to identifying resources within and outside your organisation that could:
   - meet children and young people's assessed needs
   - support children and young people to participate in activities
   - manage any identified risks

2. work with children and young people, parents, families, carers and others to identify the options available to meet the children and young people's assessed needs and the support they require

3. work with children and young people, parents, families and carers to identify their views, wishes and preferred options about programmes and support activities
4. carry out the activities for which you are responsible to enable the children and young people to participate in programmes and support activities
5. observe and monitor any changes in the children and young people when supporting them to participate in programmes and support activities
6. take appropriate action:
   - when you identify any changes in children and young people as they participate in programmes and support activities
   - when children and young people identify any changing needs, wishes and preferences for programmes and support activities and the support they are receiving to participate in them
   - to address any problems that arise when implementing the agreed programmes and support activities
7. seek extra support and advice when the support required by children and young people, parents, families and carers is outside your competence to deal with
8. seek additional help to address your own personal and emotional needs when supporting children and young people to participate in programmes and support activities

HSC316c   Contribute to evaluating children and young people's participation in programmes and support activities

Performance Criteria

You need to:

1. observe and analyse the impact of the programmes and support activities on children and young people identifying:
   - positive aspects
   - aspects of the programmes and support activities that could be improved
2. check your observations and analysis with children and young people, parents, families, carers and others
3. work with children and young people, parents, families and carers within the evaluation process in ways that respect their views, wishes and preferences
4. encourage and support children and young people, parents, families, carers and others to evaluate aspects of programmes and support activities that:
   - have been beneficial to the child/young person
   - need improving
   - need amending to meet changes in the child/young person's needs, age, abilities and level of development and understanding
5. encourage and support children and young people, parents, families, carers and others to evaluate aspects of your support that:
   - achieved positive results
   - could be improved
6. contribute to reviewing the impact of the programmes and support activities against the intended outcomes
7. support children and young people, parents, families and carers to understand:
   - any changes that will be made to the children and young people's programmes and support activities
   - when and by whom any changes will be made
   - how any changes with resource implications will be resourced

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements
- how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on their rights and those of parents
- how to work in partnership with children and young people, parents, families, carers and those within and outside your organisation to enable the children and young people with additional needs to communicate and meet their needs, wishes and preferences
- dilemmas between:
- the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection
- your own values and those of children and young people, their parents, families, carers and key people
- your own professional values and those of others within and outside your organisations
- methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when working with children and young people with additional requirements

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - dealing with comments and complaints
  - promoting the well-being and protection of children and young people
  - parental rights and responsibilities
- working with parents, families and carers to promote the well-being and life chances of children and young people
- working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements
- working with children and young people with additional requirements frameworks and guidance on:
  - assessment
  - education
  - health
- practice and service standards relevant to your work setting and when working with and

developing, implementing and evaluating programmes and activities for children and young people with additional requirements

- how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- the purpose of, and arrangements for your supervision and support

Theories and practice
- how and where to access information and support that can inform your practice when working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements
- government reports, inquiries and research reports into serious failures to protect children and young people with additional needs
- theories relevant to children and young people with whom you work, about:
  - human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
  - identity and self-esteem
  - loss and change
  - conflicts and dilemmas
  - power, and how it can be used and abused when working with children and young people with additional requirements to meet their personal support needs
  - the effects of stress and distress
- working with and developing, implementing and evaluating programmes and activities for children and young people with additional requirements
- positive and negative sources and reinforcement that can affect the child/young person's confidence, identity and self-esteem
- the additional needs and conditions of children and young people with whom you will be working
- motivation and enabling children and young people to participate to their utmost abilities
- working in integrated ways that promote children and young people's well-being
- the responsibilities and limits of your relationships with children and young people
- methods of effective communication and engagement of children and young people, their parents, families and carers
- factors that cause risks and those that ensure safe and effective care for children and young people with additional needs
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- how to work with, and resolve conflicts that you are likely to meet
- conditions and issues you are likely to face in your work with children and young people and parents, families and carers
- methods of supporting children and young people with additional needs to:
  - express their needs, wishes and preferences
  - identify how their care needs should be met
- methods of:
  - effective communication and engagement with children and young people generally, and specifically with those with whom you are working
  - involving children and young people in activities in ways that are appropriate to the age of the child and young person, their level of development and understanding and their additional needs
- working with parents, families and carers to support children and young people
- how children's different needs might require handling techniques
- working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour
- factors that cause risks and those that ensure safe and effective care for children and young people
- the importance of stable family, adult and peer relationships and the impact of disruption,

including placement disruption
- how to work with, and resolve conflicts that you are likely to meet
- factors which ensure safe and effective care for children and young people, including secure attachments
- the type of equipment and aids children and young people with whom you work may use, how to use them, how they should be maintained and who to contact if they are defective or need upgrading
- methods and formats for structured activities and programmes and planning, monitoring, observing and recording
- the importance of identifying if children and young people are distressed or uncomfortable when they are participating in activities and programmes
- how to support parents and carers to manage the risks to children and young people with their development and independence
- the importance and value of parent's knowledge and expertise about their children
- the nature of relationships within families and the importance of encouraging other family members to be actively involved with the child / young person

HSC317 **Prepare your family and networks to provide a home for children and young people**

Elements of Competence

HSC317a Access, obtain and share information with your family and networks about providing a home for children and young people

HSC317b Evaluate your own home situation and the care you are able to offer to children and young people

HSC317c Identify and acquire the skills and knowledge to provide a home for children and young people

About this unit[1]
For this unit you need to accept and provide a home for children and young people as part of their permanency planning.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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.
Key people include: family; friends; carers; others with whom the family has a supportive relationship.
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health ,social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Children and young people	Children and young people from birth to 18 years of age who require health and care services and where the children and young people are "looked after" or still eligible to receive children's/ young people's services until they reach 21. If still in educational provision this age range can raise to 25. Where children and young people use advocates to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers the children and young people and their advocate
Family members	Include the people who are biologically and/or legally related to children and young people and those who through relationships have become an accepted part of their family
Key people	Those people who play a key role in the life of a family, providing the homes for children and young people
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Parents	People with legal parental responsibility
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to: • play • self expression and information about themselves • be involved in decisions that affect their lives • be free from exploitation • express their own cultural identity • life, survival and development • have their views respected, and to have their best interests considered at all times • a name and nationality • live in a family environment or alternative care, and to have contact with both parents wherever possible • health and welfare rights, including rights for disabled children, the right to health and health care, and social security • education, leisure, culture and the arts • special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation The rights that children and young people have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be cared for in a way that meets their needs, takes account of their choices and also protects them • access information about themselves • communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC317a   Access, obtain and share information with your family and networks about providing a home for children and young people

Performance Criteria

You need to:

1. when providing a home **for children and young people**, discuss with, and acquire from the people placing children and young people:
   - the information you may require
   - the support you can expect

2. identify and access information about the rights, duties and responsibilities of all involved in providing a home for children and young people

3. examine and discuss the statutory requirements of acting as a foster parent to children and young people, with your family, **key people** and **others**

4. identify and obtain up-to-date guidance for providing a home for children and young people

5. share and discuss the information and guidance with your family and key people

6. examine the support and other needs of children and young people requiring a home, and of contact with their parents and **family members**

7. clarify information about children and young people and their families that might affect their stay with you and your family

8. seek and obtain further information and support about specific needs of children and young people to help you to understand them better and accommodate them in your home more easily

HSC317b   Evaluate your own home situation and the care you are able to offer to children and young people

Performance Criteria

You need to:

1. discuss and agree with your family how your lives and living arrangements will be affected when providing a home for children and young people

2. identify, discuss and agree:
   - any risks and additional help and support children and young people might need whilst living within your home
   - any extra help your family might need to support them
   - any changes that you and your family will have to make in order to accommodate and keep children and young people safe from harm and abuse
   - contact arrangements for parents and family members

3. encourage members of your family to express and discuss their feelings and concerns about providing a home for the specific child/young person

4. clarify any matters that have arisen with members of your family and other appropriate people

5. appraise the benefits and the concerns raised by your family about accommodating children and young people

6. identify with others, potential areas of conflict and set in place strategies to overcome these

7. discuss any issues and concerns with the appropriate people

8. outline any ground rules for accepting children and young people into your home

HSC317c   Identify and acquire the skills and knowledge to provide a home for children and young people

Performance Criteria

You need to:

1. evaluate your skills, knowledge and attitudes to care for and protect children and young people coming into your home
2. identify any gaps in your skills and knowledge to enable you to meet the needs of the children and young people
3. discuss the gaps in your skills and knowledge with the appropriate people
4. identify sources of information and support that will enable you to acquire the skills and knowledge you require to support children and young people and associate, taking account of any restrictions placed upon anyone, with parents and family members
5. access and use the most appropriate form of support and training to fill the identified gaps in your skills and knowledge

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how you and your family can provide **active support**, place the preferences and best interests of children and young people at the centre of everything you do with them, 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 their lives and actions
- dilemmas between the child/young person's rights and their responsibilities for their own care and protection and your role and responsibilities in providing a home for specific individuals

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when providing a home for children and young people
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- risk assessment and management when providing a home for children and young people
- protecting children and young people from danger, harm and abuse
- preparing your family and networks to support children and young people requiring care and providing a home for individuals
- practice and service that promote and safeguard the well-being of children and young people who are placed within another person's home
- frameworks and guidance:
  - o assessment

- - education
  - health
- frameworks and guidance on working with parents, families and carers to promote the well-being and life chances of children and young people
- legislation and local policies concerning inclusion of children and young people
- how to access records and information on children and young people for whom you are likely to provide a home

Theory and practice

- how and where to access information and support that can inform your practice when preparing to provide and providing a home for children and young people
- government reports, inquiries and research relevant to providing a home for children and young people
- theories relevant to children and young people with whom you work, about aspects of human growth and development and how these can affect and be affected by the child/young person's background, experiences and conditions and the provision of a secure home environment
- how to work in partnership with individuals, key people to establish whether the child/young person's needs and preferences can be accommodated within your home and family environment
- the responsibilities and limits of your relationships with children and young people for whom you are likely to provide a home
- factors to take account of when deciding how much information to divulge to family and network members
- the differing reasons why families and networks may be apprehensive or anxious and how to address these and support the people involved
- the likely effect on family dynamics, relationships and roles when providing a home for children and young people
- conditions and issues you are likely to face when providing a home for individuals with specific needs
- factors that cause risks and those that ensure safe and effective care for children and young people
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- type of support for disabled children, young people and parents
- how to work with, and resolve conflicts that you are likely to meet
- theories and principles that enable:
  - you to balance the needs of children and young people and others within your home environment
  - the child/young person to become a full member of the household

HSC318   **Provide a home for children and young people**

Elements of Competence

HSC318a   Identify the needs, background and experiences of the children and young people for whom you are providing a home

HSC318b   Help children and young people to adjust to, and ensure they are safe and protected in your home

HSC318c   Support own family and other key people to accept, support and adjust to family life with the children and young people

About this unit[1]

For this unit you have to accept and provide support for children and young people within your own home and family.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the families' 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Key people include: family; friends; carers; others with whom the family has a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health , social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Care plans	The care plan will include all aspects of children and young persons care needs which need to be adhered to within any setting in which the child/young person is placed. It addresses the holistic needs of children and young people and should promote their life chances
Carer	Any person who cares for the physical, social and mental well being of the children and young people
Babies, children and young people	Children and young people from up to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/young people's services, until they reach 21. Babies are aged from 0-2yrs. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Danger	The possibility of harm and abuse happening
Family members	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Harm	The effects of a child/young person being physically or mentally injured or abused
Key people	Those people who play a key role in the life of a family providing the homes for children and young people
Level of development and understanding	Covers the physical, social, emotional and intellectual level of children and young people
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Parents	People with legal parental responsibility
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that children and young people have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way

- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC318a   Identify the needs, background and experiences of the children and young people for whom you are providing a home

Performance Criteria

You need to:

1.   read the appropriate information about the needs, background and experience of **children and young people** for whom you are providing a home
2.   taking account of the age and **level of development and understanding** of the children and young people, engage with them and support them to communicate with you about:
3.   their needs, background, experiences, wishes, preferences, interests and aspirations
4.   relationships with their **parents**, **families, carers** and friends
5.   how their needs, background, experiences, wishes, preferences, interests and aspirations might affect them and your family
6.   assess how the needs, background, experiences, wishes, preferences, interests and aspirations of children and young people:
7.   can be accommodated within your home
8.   may cause problems
9.   how you, the child/young person and your family may deal with any problems
10.   inform all who will be involved with the children and young people of their needs, background, experiences, wishes, preferences, interests and aspirations within confidentiality agreements and according to legal and organisational requirements

HSC318b   Help children and young people to adjust to, and ensure they are safe and protected in your home

Performance Criteria

You need to:

1.   introduce children and young people to your family and **key people** in the families' life in a way that they can understand
2.   help the child/young person to settle into your home, giving them enough time, space and support, especially if they are distressed and anxious
3.   ensure that items that are personal, special and provide comfort to the child/young person are accommodated within your home and available for the child/young person's use
4.   engage with babies, children and young people by using language and/or communication methods that they can understand, to help them to:
5.   communicate their thoughts, feelings, fears and aspirations
6.   see the benefits of living in your home both for themselves and for your family
7.   understand how your family and living arrangements work
8.   find their way around the house, where things are and where they can keep their own things
9.   understand any ground rules for living in your home, as appropriate to their age and stage of development
10.   provide, and support your family and networks to provide a supporting welcome, appropriate to the child/young person's age and level of development and understanding

11. ensure that appropriate safety devices and procedures are used within your home to keep children and young people safe from **danger, harm** and **abuse**, without overprotecting them

12. work with children and young people, as appropriate to their age and stage of development, giving them sufficient scope to:

13. grow and develop socially, emotionally and intellectually

14. make their own decisions, taking account of any restrictions placed upon them and other people

15. develop and retain their friendship groups, without exposing them to unnecessary danger or overprotecting them

16. report any serious incidents or causes for concern immediately to the appropriate people

HSC318c Support own family and other key people to accept, support and adjust to family life with the children and young people

Performance Criteria

You need to:

1. encourage your family and social networks to:

2. accept children and young people as family members

3. help them to settle into and live in your home

4. provide effective care and support for the child/young person

5. help your family to understand and come to terms with their own needs as a family member and those of children and young people requiring a home

6. treat everyone fairly, balancing the needs of **family members** and those of children and young people requiring a home

7. discuss and implement the requirements of the child/young person's **care plan**, taking account of aspects that might affect family members and children and young people directly

8. address any conflicts and disagreements openly, seeking and using external support, where necessary

9. set in place strategies to protect your own family when the child/young person's behaviour causes a risk to themselves and **others**

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child

- how you and your family can provide active support, place the preferences and best interests of children and young people at the centre of everything you do with them, 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 their lives and actions

- dilemmas between the child/young person's needs, preferences, rights and their responsibilities for their own care and protection and your own and your families' role, rights and responsibilities when providing a home for specific children and young people

- how to deal with and challenge discrimination when providing a home for individuals

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when providing a home for children and young people
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- risk assessment and management when providing a home for children and young people
- protecting children and young people from danger, harm and abuse
- providing a home and family environment for children and young people
- practice and service that promote and safeguard the well-being of children and young people placed within another person's home and for those who are providing the home for individuals
- frameworks and guidance:
  - o assessment
  - o education
  - o health
- how to access records and information on children and young people for whom you are likely to provide a home
- the purpose of, and arrangements for your support when providing a home and family environment for children and young people

Theory and practice

- how and where to access information and support that can inform your practice when providing a home for children and young people
- government reports, inquiries and research relevant to providing a home for children and young people
- theories relevant to the individuals with whom you work, about aspects of human growth and development and how these can affect and be affected by the child/young person's background, experiences and conditions and the provision of a secure home environment
- the responsibilities and limits of your relationships with children and young people for whom you are providing a home
- principles of practice to enable you to balance the needs of children and young people and others within your home environment
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- type of support for disabled children and young people
- how to work with, and resolve conflicts that you are likely to meet
- principles for enabling the child/young person to become a full member of the household
- the importance of discussing with family and network members, issues that have and might arise from the child/young person living in your own home and how their needs for support can best be met
- factors to take account of when deciding how much information to divulge to family and network members
- the differing reasons why families and networks may be apprehensive or anxious and how to address these and support the people involved
- issues that are likely to arise when the child/young person first moves in and how to support the child/young person to deal with these
- the likely effect on family dynamics, relationships and roles when providing a home for a child/young person
- situations when family and network members may be at risk and how to assess and deal with these
- the importance of openly acknowledging potential difficulties and conflicts

HSC319   **Support families in their own home**

Elements of Competence

HSC319a   Prepare to visit families in their own home
HSC319b   Liaise with families and others to identify and support the families' needs
HSC319c   Support individuals and the family to function more effectively as a family unit

About this unit[1]
For this unit you need to visit and support families in their own home.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support   Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Families   Include the people who are legally related and those who through relationships have become an accepted part of the family unit

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that children and young people have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC319a   Prepare to visit families in their own home

Performance Criteria

You need to:

1. identify the available information that will assist you to build up a picture of the **family**'s culture, background and the issues they are facing

2. access the available information and identify gaps and differences in assessments and judgements

3. review the information to reach a preliminary view on the issues facing the family and your contribution to addressing them

4. consult with relevant workers in and outside your own organisation to produce and plan for your initial visit

5. communicate with the family in accessible ways to prepare them for your visit

HSC319b   Liaise with families and others to identify and support the families' needs

Performance Criteria

You need to:

1. provide **active support** to enable families to identify and communicate their needs and priorities and whether there are any differences in perspective

2. work with the family and **others** within and outside your organisation to:
   - access information about resources and options available
   - negotiate an agreed option
   - agree how problems and conflicts for the option to be provided will be addressed, and your responsibilities within this process
   - identify your own contribution and responsibilities within this process

HSC319c   Support individuals and the family to function more effectively as a family unit

Performance Criteria

You need to:

1. work with the family to:
   - ensure that they are clear about your contribution in supporting their needs to function more effectively as a family
   - support them to identify their needs and the changes they will need to make to function more effectively as a family unit
   - agree the processes and encourage them to participate in any activities that progress the agreed option

2. contribute to work with the family to address any issues that arise because of different perspectives between family members on the agreed outcomes

3. support the family to understand how your work with them is integrated with that of relevant workers within and outside your own organisation

4. support families to carry out activities that will enable them to function more effectively as a family unit

5. support families to recognise and value success and provide constructive feedback to enable families to progress further

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, to function more effectively
- the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of the family, individuals and children and young people 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 their lives, actions and risks
- the rights of families, parents and carers in relation to individuals/children and young people including any restrictions placed upon them
- dilemmas between and within families and your role in supporting the family to function more effectively as a family unit
- how to deal with and challenge discrimination when relating to families, parents and carers
- techniques for building and evaluating relationships with family members taking account of gender, race, culture and religious differences
- the importance of carrying out any support offered to families and not promising more than can be delivered or achieved

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting families to function more effectively
- current local, UK and European legislation and organisational requirements, procedures and practices for:
  - o data protection, including recording, reporting, storage, security and sharing of information
  - o health and safety
  - o risk assessment and management
  - o dealing with comments and complaints
  - o promoting the well-being and protection of children and young people
  - o parental rights and responsibilities
- working with parents, families and carers to promote the well-being and life chances of children and young people
- practice and service standards relevant to your work setting and relating to family support
- how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers
- initiatives to promote the well-being of families
- frameworks and guidance on working with parents, families and carers to promote the well-being and life chances of children and young people
- how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers

Theory and practice

- how and where to access information and support that can inform your practice when supporting families to function more effectively as a family unit
- government reports, inquiries and research relevant to working with families
- theories relevant to:
  - the functioning of the family as an effective unit
  - effective relationships with and within families
  - power, and how it can be used and abused when supporting children and young people to manage their lives
  - the effects of stress and distress
- working in integrated ways that promote family functioning
- conditions and issues you are likely to face in your work with families
- how to work with, and resolve conflicts that you are likely to meet
- factors to take account of when deciding how much information to divulge
- how to interact with families and involve them positively in the care of their children
- factors that affect the health, well-being, behaviour, skills, abilities and functioning of families
- methods of relating to and supporting families to:
  - understand and take responsibility for promoting their health and care of the family
  - identify how their needs should be met
  - assess and manage risks to their health and well-being
  - factors that cause risks and those that ensure safe and effective care and functioning of the family
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- type of support for disabled children, young people and parents
- the purpose of the visit and any previous arrangements made by the visiting service
- the significance of the bonding between parents and their children
- the types of information likely to be needed by the family and how to communicate it effectively
- support networks and facilities and how families gain access to them
- how pressure of the families' circumstances can affect their communication and relationships with their children and with others
- possible barriers to communication and ways of overcoming them
- strategies for handling aggression and hostility including an understanding of how it arose
- the rights and responsibilities of families in relation to the home visiting situation
- the boundaries of responsibility for work with parents and how to identify issues beyond your own responsibility and competence
- the responsibilities of families and the difficulties which outside pressures may put on their ability to fulfil their responsibilities
- when families should be referred to other people and organisations and how to do this

HSC320 **Support professional advice to help parents to interact with and take care of their newly born baby(ies)**

Elements of Competence

HSC320a Support parents and reinforce actions and advice that keep babies safe, secure and free from danger, harm and abuse

HSC320b Support parents and reinforce actions and advice for feeding and keeping babies clean

HSC320c Support parents and reinforce actions and advice to help them bond with, relate to and understand the needs of their babies

About this unit[1]

For this unit you need to support professional advice to help parents to interact with and take care of their newly born baby(ies)[2].

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the person'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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] Throughout the unit baby has been used in the singular but you may be supporting more than one baby in the event of multiple births

[3] The key purpose identified for those working in health or social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Baby	Child within the first 10 days of life
Danger	The possibility of harm and abuse happening
Harm	The effects of a child/young person being physically, emotionally or sexually injured or abused
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that all concerned have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC320a   Support parents and reinforce actions and advice that keep babies safe, secure and free from danger, harm and abuse

Performance Criteria

You need to:

1. observe parents and **baby**, giving appropriate support to ensure that the baby is safe, secure and free from **danger harm** and **abuse**

2. provide **active support** to enable parents to communicate the level of assistance they require, seeking other assistance, where necessary

3. where parents raise issues about their baby's safety, protection and security, encourage them to:
   - take account of the advice they have been given
   - take appropriate action to ensure the baby's safety, protection and security without being overprotective

4. reinforce the advice parents have been given as you assist them to handle and position the baby

5. encourage the parents to:
   - check the baby is safe before leaving him or her unattended
   - only pass on and leave the baby with people who are known to be safe and who are able to take care of the baby

6. reinforce advice given about changing the coverings, clothing and dressings for the baby when:
   - the conditions and temperature change
   - they show signs that they are too hot or cold

7. where the parents wish, encourage relatives and friends to be actively involved in caring for the baby, its safety, protection and security

HSC320b   Support parents and reinforce actions and advice for feeding and keeping babies clean

Performance Criteria

You need to:

1. discuss and agree any difficulties with the parents and the level of assistance they require, seeking other assistance, where necessary

2. encourage the parents to:
   - wash and dry their hands prior to and following nappy changing and feeding
   - monitor the baby's condition and the content of her/his nappy in order to recognise anything that is abnormal
   - dispose of the baby's nappy and other waste in a safe, hygienic manner and place

3. encourage and assist the parents to prepare themselves, the environment and the equipment prior to bathing the baby

4. assist parents to prepare feeds, and feed their baby regularly and according to their own preferences and the advice they have been given

5. observe, and where necessary, support parents to address the baby's comfort, hygiene and well-being needs when handling, washing, nappy changing and dressing them

6. record and report to the appropriate people on:
   - the parent's progress
   - anything unusual in the baby's condition
   - concerns regarding the parent's handling of the baby
   - within confidentiality agreements and according to legal and organisational requirements

HSC32Oc Support parents and reinforce actions and advice to help them bond with, relate to and understand the needs of their babies

Performance Criteria

You need to:

1. encourage and support parents to:
   - handle and interact with the baby
   - interact with, and observe their baby prior to, during and after feeding
   - deal with baby's needs when he/she cries and help the parents to understand the reasons for doing these

2. reinforce the information of **others** about how the parents should handle and interact with their baby, taking account of the parent's needs and circumstances

3. work with parents to help them accept their baby, explaining and reinforcing the advice of others about the importance of bonding with the baby

4. positively reinforce the actions of parents when they bond with and relate to their baby

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of the babies and the parents with whom you are working at the centre of everything you do
- how to ensure that you protect the rights and interests of babies and parents
- how to work in partnership with parents, families, carers and those within your organisation to enable babies' needs, to be met, taking account of any limitations of anyone's rights

Legislation and organisational policy and procedures

- regulation, codes of practice and conduct that apply to you and others for codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when caring for newly born babies
- current local, UK legislation and organisational requirements, procedures and practices for:
  - o data protection, including recording, reporting, storage, security and sharing of information
  - o health, safety and hygiene requirements which should be maintained when working with babies, especially when feeding them
  - o risk assessment and management
  - o promoting the well-being and protection of babies
  - o promoting secure and permanent relationships for babies
  - o parental rights and responsibilities
  - o working with newly born babies
  - o working with parents, families and carers to promote the well-being and life chances of babies
- how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers

- frameworks and guidance on working with parents, families and carers to promote the well-being and life chances of babies

Theory and practice

- how and where to access information and support that can inform your practice about working with parents and babies
- government reports, inquiries and research reports into serious failures to protect parents and babies
- theories relevant to babies with whom you work, about:
  - human growth and development related to babies, including factors and conditions that can benefit and/or inhibit development
  - the ways in which babies can be stimulated
- working in integrated ways to promote babies' and parent's well-being
- the responsibilities and limits of your relationships with babies and parents, families and carers
- methods of effective engagement with babies
- type of support for disabled babies and parents
- the ways in which babies:
  - develop during the first ten days of life
  - develop relationships with their carers in their early days of life
- the impact which personal beliefs, preferences (including privacy) and previous experience may have on the handling, caring, washing, changing, dressing and feeding of babies
- safest ways of positioning and handling babies for their health and safety and to encourage interaction
- positioning, comfort, environment, winding and the correct processes for feeding babies and why these may vary according to the parent's personal beliefs and preferences
- the effects of environmental conditions and temperatures on the baby
- why the environment in which babies are fed should be suitable and why this should be close to the parents
- why each step of the preparation of equipment and feeds and the timing of these is necessary and must be carried out correctly
- the reasons for and who to report feeding problems and anything unusual with the baby
- the reasons for, and how to report babies' first stools and urine
- the normal state, and changes in, urine, stools, vaginal discharge, cry, skin, state of cord, eyes, general muscle tone and movement of babies
- why different parts of babies bodies are bathed differently and why particular attention should be paid to creases
- the reasons for confirming the level of assistance with the parent and following this up with observation and support
- why parents should be encouraged to identify any person they hand their baby to and why they should not leave the baby unattended
- why babies need to be identified by labels and where to place these
- why parents should be encouraged to engage in active parenting and the long term effects which this may have for the parents and the baby
- why parents should be encouraged to review the feeding process and adapt them for their baby
- normal changes and common problems that can occur in the mother's breasts and nipples during the first week
- how to help the mother express milk and when expressed milk should be used
- the best methods of reinforcing practice with parents and carers to increase their effectiveness in terms of safety, protection, security and the effects of the environment on the baby

HSC321   **Support and encourage parents and guardians to care for babies during the first year of their lives**

Elements of Competence

HSC321a   Support and encourage parents and guardians to feed, clothe and keep babies clean, safe, secure and free from danger, harm and abuse

HSC321b   Support and encourage parents and guardians to look after the health needs of their babies

HSC321 c   Support and encourage parents and guardians to bond with, relate to, interact with and provide a stimulating environment for babies

About this unit[1]

For this unit you need to support and encourage parents and carers to care for and protect babies in the first year of their lives and give advice to help parents to interact with and take care of their newly born baby(ies).

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the parents 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.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health , social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Babies	Children within the first year of their lives
Key people	Are those people who are key to the parent's health and social well-being. These are people in the parent's lives who can make a difference to the health and well-being of the parents and their babies
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that all concerned have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC321a   Support and encourage parents and guardians to feed, clothe and keep babies clean, safe, secure and free from danger, harm and abuse

Performance Criteria

You need to show that:

1. you support the parents to understand and assess their needs regarding the needs, rights and protection of their **babies**
2. you provide **active support** to enable parents to address issues about their babies safety, protection and security and their own responsibilities about this, encouraging the parents not to be overprotective
3. you encourage parents:
    - to only hand their babies to, and leave them with, people who are capable of caring for babies
    - ensure that their babies are never left unattended
4. you observe and support parents to take the necessary safety measures when feeding and handling their babies
5. you explain to parents in ways that they can understand, the ways to dispose of their baby's nappy and other waste safely and hygienically
6. you observe and support parents to keep their babies safe, reinforcing the advice given on safety measures by **others**
7. you seek and acquire additional help and advice where parents are experiencing difficulties that are outside your competence to deal with
8. you encourage **key people** in the parents' lives to be actively involved in caring for the baby's safety, protection and security if the parents wish

HSC321b   Support and encourage parents and guardians to look after the health needs of their babies

Performance Criteria

You need to show that:

1. you encourage and assist parents to prepare themselves, the environment and the equipment prior to bathing their baby,
2. you observe parents during handling, washing, nappy changing and dressing their babies and support them to handle their babies correctly to help maintain their baby's comfort, health and well-being
3. you encourage parents to monitor their baby's condition and the content of her/his nappy in order to recognise anything that is abnormal
4. you encourage parents to seek advice and support on any aspect of the care and health of their baby
5. you support the parents to dress their babies appropriately for the environmental conditions
6. you work with parents to recognise and address **risks** and signs and symptoms of discomfort and distress in their babies
7. you report anything unusual about babies' conditions and concerns regarding the parent's handling without delay

HSC321c   Support and encourage parents and guardians to bond with, relate to, interact with and provide a stimulating environment for babies

Performance Criteria

You need to show that:

1. you encourage and support parents to understand why they need to handle and interact with their babies and how they should do this

2. you support parents to bond with their babies communicating the reasons why this is important

3. you encourage parents to interact with their babies prior to, during and after feeding and while they are bathing and handling them

4. you support parents to interact and play with their babies selecting and using play materials that are appropriate to the babies' age and abilities

5. you encourage parents to positively reinforce the actions that advance babies' development and motor skills

6. you support parents to cope with their babies when they cry persistently

7. you record and report on the parents progress and any extra help they may require that is outside your experience, expertise and responsibility, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of the babies with whom you are working at the centre of everything you do
- how to ensure that you protect the rights and the interests of babies
- how to work in partnership with parents, families, carers and those within and outside your organisation to enable the babies' needs, wishes and preferences to be met, taking account of any limitations of anyone's rights
- dilemmas between:
  - the babies rights and the rights and responsibilities of their parents and carers
  - the babies preferences and needs and how these can and are being met
  - your own values and those of the babies and parents, families and carers
  - your values and those of others within and outside your organisation

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting parents to care for and protect babies
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- dealing with comments and complaints
- promoting the well-being and protection of babies
- promoting secure and permanent relationships for babies
- parental rights and responsibilities
- working with parents, families and carers to promote the well-being and life chances of babies
- how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers
- frameworks and guidance:
  o assessment
  o education
  o health
- how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers

Theory and practice

- how and where to access information and support that can inform your practice about working with babies and parents
- government reports, inquiries and research reports into serious failures to protect babies and parents
- theories relevant to the babies with whom you work, about:
  o pre-speech and verbal and non-verbal behaviour and cues
  o human growth and development related to babies, including factors and conditions that can benefit and/or inhibit development
  o the development of language and communication skills in babies and factors which influence learning and development, including the importance of stimulation and interaction with adults
- working with parents and guardians to enable them to care for and protect their babies
- working in integrated ways to promote babies' and the parent's well-being
- role of relationships and support networks in promoting the well-being of the babies and parents with whom you work
- factors that affect the health, well-being, behaviour, skills, abilities and development of babies, parents, families and carers
- conditions and issues you are likely to face in your work with babies and parents, families and carers
- factors that cause risks and those that ensure safe and effective care for babies
- the responsibilities and limits of your relationships with babies and parents, families and carers
- methods of effective communication and engagement of babies, their parents, families and carers
- type of support for disabled children, young people and parents
- how to work with, and resolve conflicts that you are likely to meet
- the impact which personal beliefs, preferences (including privacy) and previous experience may have on the handling, caring, washing, changing, dressing and feeding of a baby
- the reasons for confirming the level of assistance with the parent and following this up with observation and support
- why parents should be encouraged to identify any person to whom they are asked to hand

their baby to and not to leave the baby unattended

- normal and abnormal patterns of handling, positioning, caring, washing, changing, feeding and dressing a baby
- the normal patterns of progress and the baby's normal condition in order to report anything unusual
- why parents should be encouraged to engage in active parenting and the long term effects which this may have for the parents and the baby
- why the parents should be encouraged to review the feeding process and adapt them for their baby
- aspects of feeding and weaning and the parent's and guardian's responsibilities to review the babies' feeding needs
- the differing varieties of feed and the relationship of feeding to personal beliefs and preferences
- methods of ensuring the safety of babies from birth to 1 year
- how to maintain cleanliness, keep babies warm and keep records on babies' progress
- dangers in the environment and how they can be overcome
- how to advice parents to recognise, understand and take action on real problems

HSC322   **Prepare, implement and evaluate group activities to address the offending behaviour of children and young people**

Elements of Competence

HSC322a   Plan and prepare agreed group activities to address the offending behaviour of children and young people
HSC322b   Prepare and support children and young people through group activities
HSC322c   Evaluate agreed group activities with other members of the team

About this unit[1]
For this you need to plan, prepare and implement agreed group activities, which may be to address particular issues or to develop and practice new skills
The worker needs to take account of the needs of individual participants, and of the group as a whole, in planning and preparing group activities, encourage the active participation of all members and deal with any conflict that arises. The term, are likely to offend or those affected by offending and anti-social behaviour.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for all aspects of the scope.

Group activity involving: demonstration and modelling; explanation and step-by-step; exploration, discussion, prompting and questioning; audio-visual and computer; cognitive behavioural training; anger management; social skills training; communication groups; creative work and health-related projects; education and leisure activities.
Communicate using: speech and language; actions, gestures and body; language; space and position.
Activities involving: demonstration and modelling; explanation and step-by-step; exploration, discussion, prompting and questioning; audio-visual and computer.

This is Youth Justice standard A404.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Demonstration and modelling	Means that the worker demonstrates the activity to the group by doing it himself or herself. Group members may be those who have offended

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

HSC322a Plan and prepare agreed group activities to address the offending behaviour of children and young people

Performance Criteria

You need to show that:

1. you discuss and agree with the team the nature and purpose of the group activity
2. you suggest to the team new activities and different ways of approaching activities, and reach agreements before they are used
3. you plan group activities so that they are consistent with the needs of each child or young person in the group
4. you approach children and young people and communicate with them in a manner which is designed to promote their role as partners in the group activity and encourage personal choice
5. you encourage children and young people to participate in planning the activity at a level appropriate to their abilities
6. you communicate in a manner, and at a level and pace, appropriate to the members of the group
7. you take into account when planning the activity any constraints and opportunities which are consistent with the interests, preferences and beliefs of the children and young people
8. you confirm realistic goals for the activity with the person responsible and agree them with the participants
9. you agree criteria to evaluate the effectiveness of the group activity with the team
10. you arrange the environment in a way which encourages the full participation of all group members
11. you prepare equipment and materials, check that they are safe and ready for use, and place them within easy reach
12. you make accurate, legible and complete records of agreements reached with children and young people.

HSC322b Prepare and support children and young people through group activities

Performance Criteria

You need to show that:

1. you establish clearly with the group the purposes and goals of the activity
2. you use activities which are appropriate to children and young people and their plans, and are consistent with the recommendations of the appropriate members of the team
3. you discuss the activity with all group members in a manner which encourages as much participation as possible
4. you make appropriate modifications and take precautions when individual group members are unable to participate fully
5. you select approaches and methods to learning and development which are appropriate to the needs of the group and the activity
6. you give individual group members sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills
7. you treat children and young people in a manner which is likely to promote their co-operation, dignity and self-esteem and encourages them to participate actively in the activity
8. you give constructive feedback in a manner, and at a level and pace, appropriate to the group

9. you minimise the effects of any disruptive influence on the group
10. you monitor the performance of the group members in the activity and report it to the appropriate person
11. you maintain accurate, legible, complete and up to date records of the activity

HSC322c   Evaluate agreed group activities with other members of the team

Performance Criteria

You need to show that:

1. you encourage and support children and young people to give feedback on the group activity
2. you discuss the outcomes of the group activity with the relevant members of the team
3. you make appropriate modifications, when the planned activity is found to be inappropriate or the resources are unsuitable or inadequate, and discuss them with the team
4. you review with the team the effectiveness of the learning and development methods used and identify alternative approaches for future use which are likely to improve the effectiveness of activities
5. you seek advice from the appropriate team members as soon as is practicable when goals prove to be unrealistic

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Theory and practice
- why it is important to plan activities
- why individual choice must be acknowledged and respected even where this is against the offered advice
- why communications with children and young people/advocates should promote their role as partners in care
- why the involvement of children and young people in the choice of activity should be maximised
- why knowledge of the relevant background of children and young people is essential for the methods and approach adopted
- why goals and activities should be consistent with agreements between children and young people and professionals
- why children and young people should be encouraged to choose activities which are likely to achieve the goals identified
- why records should be kept and the potential consequences if this is not carried out
- why records of agreements reached between children and young people and workers are necessary
- why children and young people should be encouraged to be as self-managing as possible
- why the support given should be consistent with the functioning of children and young people
- the importance of providing activities geared to the interests, preferences and developmental stage of children and young people

- why problems should be notified and what may happen if they are not
- why the worker should be involved in suggestions for change as well as evaluating details of progress
- the range and purposes of activities available and the relationship of these to individual interests, preferences, age, gender, etc
- the purpose and aims of the activities undertaken
- normal physical, psychological and social development and function and the effect of disruption to the normal function and the resultant disability
- normal physical, psychological and social development and function and the effect of disruption to the normal function and the resultant disability
- the effects which cultural and developmental differences may have on the suitability of activities for particular individuals
- the social psychology and dynamics of groups and the different styles of leadership and group skills
- the effects which physical, psychological and social functioning may have on the individual's ability to develop specific skills
- the purpose of constructive feedback and how this differs from positive feedback
- the philosophy and approach of the group activities undertaken
- the potential future pattern of disorder which may affect the individual's lifestyle
- criteria for evaluating activities as established with the team
- why evaluation is necessary and how it can be used to improve performance in the short and longer term
- why the criteria for evaluating the effectiveness of the activities should be established with the team
- methods of evaluation relevant to the activities being undertaken
- teaching and learning strategies - how to adapt them to meet the needs of different individual groups and individuals

HSC323   **Contribute to child care practice in group living**

Elements of Competence

HSC323a   Contribute to planning, implementing and reviewing daily living programmes
                for children and young people
HSC323b   Work with groups to promote individual growth and development
HSC323c   Contribute to promoting group care as a positive experience

About this unit
For this unit you need to contribute to practice that promotes group care as a positive
experience, where children and young people feel valued and safe.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms
in this section give you a list of options linked with items in the performance criteria. You
need to provide evidence for any option related to your work area.
Communicate using: the child/young person'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.
Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse;
bullying; self-harm; reckless behaviour.
Risks could include the possibility of: danger, damage and destruction to the environment
and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes
of practice applicable to the scope of your work and others with whom you work; the nature
of the work you are undertaking; your role and level of responsibility within your organisation
(e.g. whether you have responsibility to support the work of others); children and young
people, parents, families, carers and others with whom you are required to work and the
degree of autonomy you have for the management of your own work activities.
Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[1], the
statement of expectations from carers and people receiving services, relevant service
standards and codes of practice for health and social care in the four UK countries. They can
be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that
you have applied the principles of care outlined in unit HSC34 in your practice and through
your knowledge.

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[1] The key purpose identified for those working in health and social care settings is "to provide an
integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring
health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Support that encourages children and young people to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Carer	Any person who cares for the physical, social and emotional well being of the children and young people
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's / young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Daily living programmes	Inclusive programmes set up for groups of children and young people
Danger	The possibility of harm and abuse happening
Families	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Harm	The short, medium and long term affects of a child/young person being physically or mentally injured or abused
Level of development and understanding	Covers the physical, social, emotional and intellectual level of children and young people
Life chances	Aspects of children and young people's lives that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that children and young people have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be cared for in a way that meets their needs, takes account of their choices and also protects them • access information about themselves • communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC323a   Contribute to planning, implementing and reviewing daily living programmes for children and young people

Performance Criteria

You need to show that:

1.   you contribute to planning and implementing **daily living programmes** that:
2.   are appropriate to the age, abilities and **level of development and understanding** of children and young people
3.   allow the needs and personal preferences of **children and young people** to be met flexibly
4.   you balance group needs against the preferences of individual children and young people
5.   you participate in assessing the strengths and weaknesses of the provision's programmes
6.   you take part and encourage children and young people to meet with you and other staff regularly, both individually and in groups, to:
7.   obtain views of others on the running of the provision and the quality of care
8.   plan activities
9.   make their views known
10.   you contribute to continuity of care provision for children and young people by providing information at handover meetings about:
11.   the outcomes from daily events
12.   any problems/issues that have emerged
13.   you contribute to planning and carrying out care programmes, taking account of the overall needs of the children and young people

HSC323b   Work with groups to promote individual growth and development

Performance Criteria

You need to show that:

1.   you support the development of a positive and appropriate culture for groups of children and young people
2.   you provide **active support** to enable children and young people to be involved in identifying and implementing group work activities that they feel would be beneficial to the group
3.   you assess and balance the opportunities for children and young people to achieve positive outcomes within self-established groups and from the group as a whole
4.   you contribute to identifying, planning and evaluating how individual growth and development can be met by groups within the provision and from the group as a whole
5.   you take action to moderate any adverse effects on the children and young people from belonging to groups within the provision and from the whole group experience

HSC323c   Contribute to promoting group care as a positive experience

Performance Criteria

You need to show that:

1.   you work with children and young people to:
2.   evaluate the outcomes from group activities
3.   identify and take action to address conflict, crisis and tensions in group living
4.   identify and take action where there is a **risk** of **danger, harm** and **abuse**
5.   you ensure group members are safe and protected from danger, harm and abuse
6.   you work constructively with group dynamics
7.   you contribute to maintaining a culture in which group experiences are positively valued and promoted

8. you encourage children and young people to be involved in decisions about group care experiences and how these can be improved and promoted

9. you record and report on the effectiveness of the provision to promote group care as a positive experience within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- how to provide active support and place the preferences and best interests of children and young people at the centre of everything you do when contributing to child care practice in group living
- how to ensure that you protect the rights and the interests of children and young people taking account of any limitations on the child/young person's rights and those of parents
- how to work in partnership with children and young people, **parents**, **families**, **carers** and those within and outside your organisation to enable the children and young people's needs, wishes and preferences to be met
- dilemmas between:
  - the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection.
  - your own values and those of children and young people, their parents, families, carers and key people
  - your own professional values and those of others within and outside your organisations
- methods that are effective in promoting equality and diversity and dealing with and challenging discrimination when supporting children and young people to manage their lives

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to child care practice in group living
- current local, UK and European legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- dealing with comments and complaints
- promoting the well-being and protection of children and young people
- parental rights and responsibilities
- working with parents, families and carers to promote the well-being and life chances of children and young people
- contributing to child care practice in group living
- developing programmes and activities to support group care practice
- frameworks and guidance on:
  - assessment

- o education
- o health
- practice and service standards relevant to your work setting and relating to supporting children and young people to manage their lives
- how to access records and information on the needs, views, wishes and preferences of children and young people, parents, families and carers

Theory and practice

- how and where to access information and support that can inform your practice when contributing to child care practice in group living
- government reports, inquiries and research reports into serious failures to protect children and young people in group care
- theories relevant to children and young people with whom you work, about:
  - o group care living and practice for children and young people
  - o human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
  - o identity and self-esteem
  - o loss and change
  - o conflicts and dilemmas
- power, and how it can be used and abused when contributing to child care practice in group living
- the effects of stress and distress
- working in integrated ways that promote children and young people's well-being
- factors that cause risks and those that ensure safe and effective care for children and young people
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- types of support for disabled children, young people and parents
- how to work with and resolve conflicts that you are likely to meet
- methods of:
  - o effective communication and engagement with children and young people, their parents, families and carers
  - o involving children and young people in assessing, planning, implementing, reviewing group care practice and activities, in ways that are appropriate to the age of the child and young person and their development level and understanding
  - o working with parents, families and carers to support the children and young people
- the impact that both positive and negative group living/care experiences have on individuals and group behaviour and on developmental outcomes
- the impact that programmes for daily living in residential care have on behaviour and optimum developmental outcomes
- group work methods and dynamics relating to:
  - o working with children and young people who have been abused, persecuted, are at risk of significant harm, and/or are at risk of becoming involved in offending behaviour
  - o enabling children and young people to participate actively
  - o meeting the developmental needs of children and young people through daily living programmes
- the development of social and behavioural skills that are socially acceptable in children and young people and which reduce the risk of behaviour that is harmful to self or others
- the development of skills for independent living and citizenship
- working with discrimination, deprivation, bullying, self-harm, violence, mental health issues, and substance misuse
- understanding the impact that group care experiences may have on the development of children and young people

HSC324	Process information relating to individual's offending behaviour

Elements of Competence

HSC324a	**Receive and evaluate information relating to children and young people's offending behaviour**
HSC324b	Obtain and verify information from children and young people about their offending behaviour
HSC324c	Obtain and verify information from others about children and young people's offending behaviour
HSC324d	Record information relating to children and young people's offending behaviour

About this unit

For this unit you need to obtain, verify and record information relating to children and young people's offending behaviour.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for the number of options stated below.

Arrangements: appointment time and length; location; others who need to be present (evidence of your performance needs to cover all aspects of these).

Communicating: verbal and non-verbal communication; writing; electronic media (evidence of your performance needs to cover 1 of these).

Context of their behaviour: experience of violence, discrimination, oppression, abuse or other traumatic events; family background; triggers to the offending behaviour of the child/young person; the relationship of the child/young person to their victims (evidence of your performance needs to cover all aspects of these).

Information relating to: the child/young person's behaviour; the effects of the child/young person's behaviour on victims and others; the child/young person's personal circumstances; the context of the child/young person's behaviour (evidence of your performance needs to cover all aspects of these).

Information: in writing; verbally; electronically (evidence of your performance needs to cover all aspects of these).

People from whom information is obtained: people who are significant to the individual and/or who are affected by the offending behaviour; people and records within the worker's agency; partner agencies in the community justice system; people in other relevant agencies and services (evidence of your performance needs to cover all aspects of these).

Personal circumstances: people and relationships significant to the child/young person and their responsibility to those people; accommodation; educational experience and achievements (including basic skill levels, employment and income); physical and mental health; the use of drugs and alcohol by the child/young person (evidence of your performance needs to cover all aspects of these).

Recording information: electronically; in writing (evidence of your performance needs to cover 1 of these).

Records: written; electronic (evidence of your performance needs to cover 1 of these).

Risk to: the public, including actual and potential victims of crime and people significant to the child or young person; people working with the child or young person; the child or young person him/herself; property (evidence of your performance needs to cover all aspects of these).

Specific factors: the nature of the behaviour; the personal circumstances of the child or young person; the effects of the behaviour on others; the context of the behaviour; motivation of the child or young person to attend and provide information; communication differences between the different parties which may need interpreting services (evidence of your performance needs to cover all aspects of these).

Taking appropriate precautions in relation to: who might overhear or oversee the information; who might access the information (evidence of your performance needs to cover all aspects of these).

This is Community Justice standard EA2.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Others   Are other people within and outside your organisation that are necessary for you to fulfil your job role

HSC324a   Receive and evaluate information relating to children and young people's offending behaviour

Performance Criteria

You need to show that:

1. identify the potential level of risk of the case and the priority it should be given
2. identify the information which needs to be gathered and verified from different sources
3. establish the specific factors which need to be taken into account when gathering information on the case
4. make arrangements for gathering and verifying information which are consistent with the priority of the case and the specific factors which need to be taken into account
5. complete records accurately and clearly and store them according to agency requirements

HSC324b   Obtain and verify information from children and young people about their offending behaviour

Performance Criteria

You need to show that:

1. explain clearly the worker's role and responsibility to children and young people
2. inform children and young people of the type of information which will be entered in their records, how the records will be stored and who will have the right of access to them
3. communicate with children and young people throughout the process in a manner which:
4. is appropriate to them
5. encourages an open exchange of views and information
6. minimises any constraints to communication
7. is free from discrimination and oppression
8. encourage children and young people to explore:
   - their behaviour and any patterns associated with it
   - their beliefs and attitudes about themselves and others
   - their personal circumstances

- the context of their behaviour

9. evaluate the behaviour of children and young people against the information they are presenting for any further insights it may offer

10. summarise the information received from children and young people, reflect it back to them for verification and challenge any inconsistencies

11. challenge attitudes and behaviour which are aggressive, abusive or discriminatory while taking account of personal safety

12. balance the information obtained from the child/young person against the overall information available and develop hypotheses about their behaviour

13. explore and assess the risk associated with the offending behaviour of the child/young person and identify any immediate action which needs to be taken

14. seek advice and support promptly when team discussion and supervision are appropriate

HSC324c   Obtain and verify information from others about children and young people's offending behaviour

Performance Criteria

You need to show that:

1. explain clearly the worker's role and responsibility to the people from whom they wish to obtain the information

2. explain clearly to people:
   - the information which is needed
   - why it is needed
   - when it is needed
   - how it will be used
   - how it will be verified
   - who will have the right of access to it

3. communicate with people in a manner which:
   - is appropriate to them
   - encourages an open exchange of views and information
   - minimises any constraints to communication
   - is free from discrimination and oppression
   - is designed to develop rapport and acknowledges their role, work context and area of expertise

4. encourage people to provide information at the appropriate time and to alert the worker to anything which needs immediate attention

5. summarise the information obtained, confirm with the people who gave it that it is relevant, accurate and current, and that the worker has interpreted it correctly

6. balance new information against all the information available to test hypotheses about the behaviour of the child/young person

7. seek advice and support promptly when team discussion and supervision are appropriate

HSC324d   Record information relating to children and young people's offending behaviour

Performance Criteria

You need to show that:

1. record information:
   - accurately, promptly and concisely
   - in a way which is consistent with the promotion of the rights of children and young people
   - so that it clearly distinguishes facts and opinions

- structure information in ways which allow other workers to use it easily
2. maintain the confidentiality of information:
   - consistent with the requirements of legislation and agency policy
   - so that it safeguards individual rights
   - so that it is only disclosed to those who have the right and need to know it once proof of identity has been obtained
3. through taking appropriate precautions during handling and storage
4. through deciding when it is not appropriate to communicate it

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- how they have applied the principles of equality, diversity and anti-discriminatory practice to their work
- the ways in which individual's culture and gender influence the worker's practice
- the ways in which stereotyping and discrimination might affect risk assessment and how to guard against this

Legislation and organisational policy and procedures

- the specific legislation (national and European) which relates to the work being undertaken - both the context and the individual - and the impact of this on the work
- any particular factors relating to the agency's policies and practices which have affected the work undertaken
- the particular confidentiality issues which are likely to arise in the systems and structures for which the worker holds responsibility and how they have tackled these
- the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

Theory and practice

- methods of evaluating their own competence, determining when further support and expertise are needed and the measures taken to improve own competence in this area of work
- the impact of crime on victims and their need for protection, respect, recognition and information
- the ways in which the physical, social, psychological and emotional development and functioning of children and young people affects their behaviour and its associated patterns
- relevant research into the relationship between known factors which influence offending behaviour and evidence of effective practice in tackling these factors and how the worker has applied these in their work
- current definitions of risk and the purpose of risk assessment and management
- issues involved in risk identification and prediction including the use of different predictive methods
- what is meant by the concepts of validity, reliability, sufficiency and currency in relation to data collection and analysis and how to use different data collection methods validly and reliably

HSC325   **Contribute to protecting children and young people from danger, harm and abuse**

Elements of Competence

HSC325a   Respond to your own and other people's suspicion of danger, harm and abuse

HSC325b   Respond to disclosure of danger, harm and abuse

HSC325c   Support children and young people who have been abused

About this unit[1]

This unit covers all aspects of protecting children from abuse including the identification of possible abuse, handling disclosures from a child, recording and reporting information about abuse and working with/supporting children who may have been abused.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

Communicate using: the child/young person'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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

_____

Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Carer	Any person who cares for the physical, social and emotional well being of children and young people
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Danger	The possibility of harm and abuse happening
Family	Include the people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Harm	The effects of a child/young person being physically, emotionally or sexually injured or abused
Level of development and understanding	Covers the physical, social, emotional and intellectual level of children and young people.
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Parents	People with legal parental responsibility
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that all concerned have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

| **Risks** | The likelihood of danger, harm and/or abuse arising from anything or anyone |
| **Signs and symptoms** | Physical, behavioural and emotional indicators which may signify possible harm and abuse |

HSC325a   Respond to your own and other people's suspicion of danger, harm and abuse

Performance Criteria

You need to show that:

1. you monitor and identify any unusual and significant changes in **children and young people's** emotional and physical health, cleanliness, physical care and behaviour
2. you respond and take immediate and appropriate action where there are concerns that a child/young person might have been harmed and/or abused
3. you evaluate the information and concerns passed on to you, and the significance of any **signs and symptoms** of **danger, harm and abuse**
4. whilst giving priority to the protection of the child/young person, you avoid actions and work with others to avoid actions that could adversely affect the use of evidence in future investigations
5. you discuss concerns with relevant people within your organisation according to organisational and legal requirements
6. you discuss, where appropriate, your concerns with others outside your organisation according to organisational and legal requirements, and in accordance with interagency and partnership agreements
7. you accurately record and report on suspicions, possible signs and symptoms of harm and abuse with the times, dates and explanations that avoid statements that could adversely affect the use of evidence in future investigations and court
8. you pass on relevant, accurate reports and information about suspected harm and abuse to the appropriate people and organisations:
   - within confidentiality agreements
   - according to legal, organisational, interagency and partnership requirements
   - avoiding statements that could adversely affect the use of evidence in future investigations and court

  HSC325b   Respond to disclosure of danger, harm and abuse

Performance Criteria

You need to show that:

1. you respond promptly, calmly and without delay or prejudice to disclosures of possible harm and abuse
2. you seek only sufficient information to confirm that there is an allegation or suspicion, ensuring that you avoid:
   - pressuring the child/young person
   - prompting or using leading questions
   - offering any guarantees of confidentiality
3. you communicate with the child/young person at a pace and in ways that are appropriate to:
   - their level of development and understanding
   - the nature of the disclosure
4. you offer support appropriate to:
   - the child/young person
   - the situation

- the setting

5. you support children and young people through any consequences of their disclosures or allegations, within your role and according to organisational procedures

6. whilst giving priority to the protection of the child/young person, you avoid actions in response to the disclosure that could adversely affect the use of evidence in future investigations

7. you offer information to the child/young person's **parents**, **family** and/or **carers**, recognising:
   - requirements of the Child Protection Procedures
   - the potential severity of the harm or abuse
   - the risk to the child

8. you make referrals sensitively and appropriately, immediately following any disclosure, and confirm in writing the information provided

9. you complete timed and dated records and reports on incidents, disclosures and/or suspicions of harm and abuse, in a format appropriate to any requests, which:
   - clearly distinguish between observed evidence, information provided by the child/young person and that gathered from other sources
   - are capable of forming the basis of child protection reports
   - are accurate, legible and comprehensive

10. you use supervision to:
    - communicate what happened and discuss your actions
    - help you cope with your thoughts and feelings about the suspected harm and abuse

HSC325c   Support children and young people who have been abused

Performance Criteria

You need to show that:

1. you seek and acquire the information and support you require to enable you to support children and young people who have been abused

2. you work in partnership with other agencies and professions, involving appropriate specialists to provide the best possible support for children and young people, when appropriate to your role

3. you work with others within and outside your organisation to:
   - understand and examine any implications arising from the harm and abuse children and young people have experienced
   - support children and young people to develop positive coping strategies
   - help children and young people to come to terms with and move on from any distress, fear and anxieties that may have been caused by the harm and abuse

4. where the child's or young person's behaviour and condition gives cause for concern, you immediately seek advice from appropriate people and organisations

5. you use supervision to identify and obtain the support you need to help you to cope with your thoughts and feelings when supporting children and young people who have been harmed and abused

6. you accurately record and report processes and outcomes from your work with children and young people, within confidentiality agreements and according to legal, organisational, interagency and partnership requirements

7. you pass on relevant, accurate reports and information:
   - within confidentiality agreements
   - according to legal, organisational, interagency and partnership requirements
   - that avoid statements that could adversely affect the use of evidence in future investigations and court

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when contributing to the protection of children and young people from danger, harm and abuse
- how to provide **active support** and place the preferences and best interests of children and young people at the centre of everything you do
- dilemmas between:
  - the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection
  - your own values and those of the children and young people, their parents, family, carers and others with whom the child/young person has a relationship
  - your own professional values and those of others within and outside your organisation

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to the protection of children and young people from danger, harm and abuse
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - dealing with comments and complaints
  - protecting and safeguarding children and young people from danger, harm and abuse
  - promoting secure and permanent relationships for children and young people
  - parental rights and responsibilities
  - the practice and service standards to which you are expected to work
  - how to access records and information relevant to children and young people, parents, families and carers
  - the purpose of, and arrangements for your supervision and support

Theory and practice
- how and where to access information and support that can inform your practice when protecting children and young people from danger, harm and abuse
- government reports, inquiries and research reports into serious failures to protect children and young people, their parents, families and carers
- theory and practice relevant to children and young people with whom you work, about:
  - involving children and young people in assessing, planning, implementing, reviewing health and care services and plans
  - human growth and development
  - the family and society
  - effective communication and engagement
  - identity and self-esteem
  - loss and change
  - power, and how it can be used and abused
  - the effects of stress and distress

- o additional needs and individual differences
- o protecting and safeguarding children and young people from danger, harm and abuse
- o the effects of abuse on children and young people
- working in integrated ways that promote children and young people's well-being
- how to work in partnership with children and young people, parents and families
- the impact of disruption, including placement disruption
- support for children, young people and parents with additional needs
- needs and circumstances which make some children and young people, their parents, families and carers more vulnerable to harm and abuse
- how to recognise the direct and indirect consequences of allegations and disclosures of abuse
- key terms, the legal requirements of evidence and the implications for:
  - o involving an authorised professional at an early stage of disclosure
  - o the importance of not pressurising the child, prompting or asking leading questions
- how to evaluate and present different types of information from various sources and the importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and hearsay

HSC326   **Contribute to the prevention and management of challenging behaviour in children and young people**

Elements of Competence

HSC326a   Work with children and young people to identify goals and boundaries for acceptable behaviour

HSC326b   Support children and young people to manage challenging behaviour

HSC326c   Enable children and young people to recognise and understand their behaviour and its consequences

About this unit[1]

For this unit you need to be able to negotiate boundaries to minimise challenging behaviour in children and young people.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child/young person'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

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); children and young people, parents, families, carers and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 being used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Active support	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Carers	Any person who cares for the physical, social and mental well-being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services and where the children and young people are "looked after" or still eligible to receive children's/ young people's services until they reach 21. If still in the educational provision this age range can raise to 25. Where children and young people use advocates to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers the children and young people and their advocate
Families	Include the people who are biologically related to children and young people and those who through relationships have become an accepted part of their family
Level of development and understanding	Covers the cognitive, physical, social, emotional and intellectual level of children and young people. It can be related to chronological age but where children and young people have disabilities and form of development may be delayed
Life chances	Aspects of children and young people's life that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Parents	The biological and step parents of the children and young people
Rights	The rights that children and young people have under the UN Convention on the Rights of the Child to:

- play
- self expression and information about themselves
- be involved in decisions that affect their lives
- be free from exploitation
- express their own cultural identity
- life, survival and development
- have their views respected, and to have their best interests considered at all times
- a name and nationality
- live in a family environment or alternative care, and to have contact with both parents wherever possible
- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

The rights that all concerned have to:
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves

	communicate using their preferred methods of communication and language
Unwanted behaviour	Challenging behaviour can include verbal abuse (racist comments, threats, bullying others) physical abuse (such as assault of others, damaging property), behaviour which is destructive to the child/young person and behaviour which is illegal

HSC326a Work with children and young people to identify goals and boundaries for acceptable behaviour

Performance Criteria

You need to show that:

1. you communicate with **children and young people** in ways which are appropriate to their age, abilities, **level of development and understanding**:
   - why you need to set goals and boundaries for behaviour
   - the expectations of their behaviour

2. you work with the children and young people, **parents**, **families**, **carers** and **others** to identify and set achievable goals and boundaries for children and young people

3. you support children and young people, parents, families and carers to understand the goals and boundaries that have been set and to ensure that they are consistently applied

4. you work with parents, families and carers to ensure that their behaviour is appropriate when dealing with children and young people, even when their behaviour is challenging

5. you act as a role model for children and young people ensuring that your own actions and behaviour are appropriate and comply with the boundaries set for children and young people

6. you modify goals and boundaries to take account of feedback from children and young people, their parents, families, carers and others within and outside your organisation

7. you ensure that the goals and boundaries contribute to the social, emotional and physical well-being of children and young people

8. you record and report on the boundaries set within confidentiality agreements and according to legal and organisational requirements

HSC326b Support children and young people to manage challenging behaviour

Performance Criteria

You need to show that:

1. you provide activities and experiences that are sufficiently attractive and varied to minimise boredom and frustration

2. you apply rules and boundaries fairly and consistently across all children and young people

3. you support children and young people to identify the benefits of positive behaviour to themselves, their parents, families, carers and others, in ways that are appropriate to children and young people's age, abilities and level of development and understanding

4. you highlight and praise positive aspects of children and young people's behaviour

5. you highlight and share positive aspects of children and young people's behaviour with parents, families, carers and others in ways that enhance the children's self-esteem and promote positive expectations for their future behaviour

6. you use praise and rewards to reinforce positive behaviour and constructive feedback for children and young people's **unwanted behaviour**

HSC326c   Enable children and young people to recognise and understand their behaviour and its consequences

Performance Criteria

You need to show that:

1. you handle incidents of unwanted behaviour in a calm and controlled manner, supporting children and young people to understand why the behaviour was not acceptable

2. your timing and method of intervention for incidents of unwanted behaviour are appropriate to the situation and event, and support children and young people to cease the unwanted behaviour

3. you work with children and young people to understand when and why any sanctions have been applied

4. you ensure that any sanctions applied are consistent with the policy of the organisation and clearly distinguish between disapproval of the behaviour from rejection of the child

5. you identify and support children and young people to identify patterns of behaviour which are inconsistent with progressive development

6. you observe and identify factors which may provoke and contribute to unwanted behaviour and support children and young people to recognise and understand these

7. you use information about the child/young person's background and recent experiences to identify factors that may cause and contribute to unwanted behaviour

8. you use naturally occurring events and situations to support children and young people to understand their unwanted behaviour and its consequences

9. you never use physical punishment and where physical restraint is unavoidable, the minimum amount is used that is:
    *   consistent with legal and organisational policies, procedures and practices
    *   required to maintain the safety of the child/young person and others

10. you report concerns to the appropriate people and seek additional help and advice for problem and persistent unwanted behaviour

11. you record, report and share information with parents, families, carers, others and specialists within confidentiality agreements and according to organisational and legal requirements

Knowledge Specification for the whole of this unit
Competent practice is a combination of the application of skills and knowledge informed by the 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when contributing to the prevention and management of challenging behaviour in children and young people
- how to provide **active support** and place the preferences and best interests of children and young people at the centre of everything you do when contributing to the prevention and management of challenging behaviour in children and young people
- the concept of socially acceptable/desirable behaviour and how this may vary across organisations and cultures
- dilemmas between:
  - the children and young people's views, preferences, aspirations and expectations, and your role and responsibilities for their care and protection
  - your own values and those of the children and young people, their parents, family, carers and others with whom the child/young person has a relationship
  - your own professional values and those of others within and outside your organisations

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to the prevention and management of challenging behaviour in children and young people
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - dealing with comments and complaints
  - protecting and safeguarding children and young people from danger, harm and abuse
  - parental rights and responsibilities
  - restraining children and young people
  - the promotion and safeguarding of children and young people
  - managing challenging behaviour in children and young people
  - frameworks and guidance:
  - assessment
  - education
  - health
- how to access records and information on:
  - the needs, views, wishes and preferences of children and young people, parents, families and carers
  - children and young people's needs, behaviour conditions and any communication and language needs and preferences
  - the purpose of, and arrangements for your supervision and support

Theory and practice

- how and where to access information and support that can inform your practice when supporting children and young people to manage challenging behaviour
- government reports, inquiries and research reports into serious failures to deal with challenging behaviour and to protect children and young people

- theories relevant to children and young people with whom you work, about:
- human growth, development and behaviour including:
  o the impact that all forms of abuse, neglect, bullying, persecution and violence has on development and behaviour
  o the importance of stable adult and peer relationships and the impact of disruption, including placement disruption, on development and behaviour
  o factors and conditions that can benefit and/or inhibit development
  o observing children and young people's behaviour
- dealing with distress and stress and the frustration it may cause in children and young people
- conflicts and dilemmas when working with children and young people with unwanted behaviour
- power and influence and how they can be used and abused when working with children and young people with unwanted behaviour
- working in integrated ways that promote children and young people's well-being
- key indicators of development and problem behaviour: emotional, physical, intellectual, social, communication the responsibilities and limits of your relationships with children and young people
- behavioural signs of regression, withdrawal, attention-seeking, anti-social behaviour and self-damaging behaviour human growth and development related to children and young people
- positive and negative sources and reinforcement that can affect the child/young person's confidence, identity and self-esteem and lead to unwanted behaviour, methods of effective communication and engagement of children and young people, their parents, families and carers
- factors that cause risks and those that ensure safe and effective care for children and young people
- type of support for disabled children, young people and parents
- role of relationships and support networks in promoting the well-being of children and young people with whom you work
- conditions and issues you are likely to face in your work with children and young people and parents, families and carers
- the responsibilities and limits of your relationships with children and young people and parents, families and carers
- principles for selecting reward system to be used, the factors and circumstances which may support or provoke changes in the usual behaviour pattern of children
- the basic principles of influencing behaviour, why it is important actively to promote positive aspects of behaviour and the principles of positive reinforcement
- how to construct a recording system for children and young people's behaviour
- methods of diffusing situations that might lead to unwanted behaviour
- techniques for observing and monitoring children's and young peoples' behaviour individually and in groups
- the reasons why frameworks for children's and young people's behaviour are necessary
- a range of possible sanctions appropriate for varying situations, including time out and removal from activities
- how to work with children and young people to enable them to understand what socially desirable behaviour is and how they can achieve it
- the importance of boundary setting and consistency of application by others involved with children and young people

HSC327 **Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities**

Elements of Competence

HSC327a **Develop relationships with children and young people that reinforce positive behaviour and recognise the impact of crime and anti-social behaviour**

HSC327b Establish and maintain effective relationships with children and young people that reinforce positive behaviour

About this unit

For this unit you need to model effective behaviour and relationships when communicating with children and young people as part of an overall strategy to confront offending or anti-social behaviour and promote pro-social behaviour.

This unit is imported from Skills for Justice National Occupational Standards for Policing and Law Enforcement where it is 1D6

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for all aspects of the scope.

Behave through: speech and language; actions, gestures and body language; space and position; active listening; giving constructive feedback.

Communicate: speech and language; actions, gestures and body language; space and position; active listening.

Obstacles: environmental; personal and social.

HSC327a **Develop relationships with children and young people that reinforce positive behaviour and recognise the impact of crime and antisocial behaviour**

Performance Criteria

You need to show that:

1. you explain clearly to children and young people their own role and responsibilities and how this relates to the work of **others**

2. you identify the effect that gender differences may have on the relationship and take the appropriate actions to maintain a professional relationship

3. you identify behaviours and attitudes that collude with prejudice and discrimination and act in ways that promote anti-discriminatory practice

4. you identify behaviours and attitudes that collude with offending and antisocial behaviour and act in ways that promote the rights of victims and restore justice

5. you engage constructively with children and young people modelling positive behaviour whilst recognising the differences in power between themselves and the children and young people

6. you behave in ways that promote the value of children and young people as **individuals** in their own right and encourage meaningful interactions with them

7. you challenge any behaviour and attitudes of children and young people that prejudices the rights of others or is likely to cause others harm

HSC327b   Establish and maintain effective relationships with children and young people that reinforce positive behaviour

Performance Criteria

You need to show that:

1. you communicate with children and young people in a manner, and at a level and pace that is consistent with their
   - abilities
   - preferred method of communication
   - manner of expression and is free from discrimination and oppression
   - you use body language, position, tone of voice and active listening to encourage children and young people to communicate

2. you minimise obstacles to effective communication as far as possible given the constraints of the situation

3. you set and agree boundaries with children and young people in relation to their behaviour when they are with the worker

4. you observe children and young people's behaviour and use this to develop an understanding of them as individuals

5. you respond to children and young people's expression of feelings and needs in a manner which supports the right to such expression but does not collude with discriminatory, offending or antisocial behaviour

6. you act as a role model to children and young people in the way that you behave towards the children and young people and others

7. whilst spending time with children and young people you take opportunities to

8. explore and understand their interests, needs and concerns

9. explore and understand the way they think about crime and antisocial behaviour and its effects on victims and the wider community

10. challenge prejudice, discrimination, offending and antisocial behaviour when it occurs

11. offer constructive ways of acting and thinking which promote inclusion and social behaviour

12. emphasise the responsibility of the child or young person for their own actions and behaviour

13. you reflect on how they themselves behave with, and react to, different children and young people and use this to improve their practice

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- how to apply the principles of equality, diversity and anti-discriminatory practice to your work
- your role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring own effectiveness in this; behaviours which demonstrate value for others and those which do not

Legislation and organisational policy and procedures
- how to use legislation, guidelines of good practice, charters and service standards in work with children and young people
- the role of the agency and its services and how they relate to other agencies and services in the sector
- the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made
- your own and the role and responsibilities of those from whom assistance and advice should be sought if you are unsure

Theory and practice
- physical, social, psychological, emotional and intellectual development of children and young people; and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- the relationship between physical, social, psychological, emotional and intellectual development and behaviour and associated patterns
- the effect of parenting and families on children and young people in relation to their ability to form other relationships; the effects of peer groups on children and young people
- the issues and hazards that affect children and young people in society, how they can manage these and the sort of assistance they need
- the impact of the broader social environment on children and young people (e.g. area of material deprivation, crime and the fear of crime, poor housing, poverty)
- the effect that being 'looked after' has on children and young people
- strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others; the importance of your behaviour as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring your own effectiveness in this; behaviours which demonstrate value for others and those which do not
- the different forms and range of effective communication (e.g. total communication); the effect of culture on communication (e.g. the use of sensory contact - touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc); when physical contact is appropriate and when it is not (e.g. when it is a way of dealing with your distress rather than the individual's)
- how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (e.g. how eye contact is used to give differing perceptions of appropriate respect; it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself
- the options you have considered in your work and the reasoning processes you used in

relating to different children and young people

- the impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality; why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims (for example family, friends or other associates); repeat victimisation and its implications
- reactions to the experience of crime; the factors (for example previous victimisation) which affect how individuals react to and recover from their experience
- the needs of those who have experienced crime who may be particularly vulnerable, (for example people with mental health problems; people who have learning disabilities; people experiencing hate-based crime; people experiencing violence and abuse; women experiencing gender-based violence and abuse; children and young people)

HSC328   Contribute to care planning and review

Elements of Competence

HSC328a   Contribute to assessing the needs and preferences of individuals
HSC328b   Support the development and implementation of care plans

HSC328c   Contribute to reviewing care plans

About this unit[1]
For this unit, you will be expected to contribute to the assessment of individual needs and preference and to the development, implementation and review of care plans.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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 individuals' communication abilities.
Information will include any plans, care needs assessments, records and reports relevant to the individual needs and preferences.
Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people in their lives and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Care plans	The care plan will include all aspects of the individual's care needs which need to be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual.
Colleagues	People with whom you work, at this level you might have some supervisory responsibility for these people
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

HSC328a   Contribute to assessing the needs and preferences of individuals

Performance Criteria

You need to show that:

1.   you identify your own role and responsibilities, and the role and responsibilities of others, in assessing the needs and preferences of **individuals**
2.   you gain agreement from the individual to access and review information about their needs and preferences and any specific requirements they have
3.   you identify and access any **extra support** you need to enable individuals to communicate their needs and preferences
4.   you support individuals and **key people** to identify and communicate:
      • the individual's needs and preferences about their care and support
      • any risks arising from these
5.   you take into account the views of individuals, key people and others when processing information and providing feedback on the individual's health and care needs, their preferences and any associated risks
6.   you work with all involved to agree the assessed needs and preferences of individuals
7.   you support individuals and key people to understand, and where appropriate to compliment, challenge and complain about the assessment of their needs and preferences

HSC328b   Support the development and implementation of care plans

Performance Criteria

You need to show that:

1.   you identify your role and responsibilities in developing and implementing **care plans**
2.   you contribute to consultations about the development of individuals' care plans taking into account their assessed needs and preferences
3.   you support individuals and key people to understand:
      • why there may be challenges in achieving individual's preferences within the care plan and why
      • the arrangements for the implementation of care plans
      • how to use procedures to compliment, challenge and complain about the content of the care plan and its implementation
4.   you support **colleagues** to carry out the care plan activities for which they are responsible
5.   you ensure that you are able to carry out the care plan activities for which you are responsible
6.   when implementing the care plan, you observe, record and report to the appropriate people any significant changes to the individual's needs, circumstances and preferences and any risks that may arise from these changes
7.   you check your observations with the individuals, key people and others
8.   you support individuals, key people and colleagues to identify and monitor changes in the individual's needs, circumstances and preferences
9.   you work with all involved to identify and implement any changes arising from the impact of the care plan on the health and social well-being of the individual

HSC328c Contribute to reviewing care plans

Performance Criteria

You need to show that:

1. you check your own responsibilities and those of others in providing feedback on the implementation of the care plan
2. you support individuals and key people to identify:
   - parts of the care plans which best meet the individual's needs and preferences
   - parts of the care plans that need changing
   - changes to the individual's needs, circumstances and preferences that could affect the care plan and its implementation
3. you provide feedback to the appropriate people on the strengths and limitations of the care plan in meeting the assessed and changing needs, circumstances and preferences of individuals
4. you support individuals and key people to understand how their feedback will be used to inform changes to the care plan
5. where there is conflict about your feedback and observations, you follow organisational procedures and practices to address the issues raised
6. you contribute to meetings and discussions about revisions to care plans and their implementation
7. you contribute to revising and implementing any changes to care plans that are within your role and responsibilities
8. you support individuals to complete paper work to enable the revised care plan to be implemented
9. you record and report on the review and revisions of the care plan, within confidentiality agreement and according to your role and responsibilities

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when assessing individual needs and preferences, and contributing to the development, implementation and review of care plans
- how to provide **active support** and place the preferences and best interest 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 their lives, actions and risks
- dilemmas between:
  - the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection
  - the individual's views, preferences and expectations and how these can and are being met within the care needs assessment and the care plan
  - your own values, the values of the individual and those of key people
  - your own professional values and those of others within and outside your organisations
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individual's needs, wishes and preferences to be met

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own (and others') roles, responsibilities, accountability and duties when assessing individual needs and preferences, and when contributing to the development, implementation and review of care plans
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - care planning and review
- practice and service standards relevant to your work setting and relating to the assessment of individual needs and preferences, and the development, implementation and review of care plans

Theory and practice

- how and where to access information and support that can inform your practice when assessing individual needs and preferences, and when contributing to the development, implementation and review of care plans
- government reports, inquiries and research reports relevant to the assessment of individual needs and to the development, implementation and review of care plans
- theories and best practice relevant to:
- the assessment of the holistic needs and circumstances of individuals
- care planning, implementation and review, both generally, and specifically with regard to the individuals with whom you work
- methods of monitoring, reviewing and evaluating care plans
- methods of supporting individuals to:
  - contribute to assessments and reviews
  - express their needs and preferences
  - 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 well-being
- role of relationships and support networks in:

- o the assessment of individual needs
- o care planning, implementation and review
- o factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people
- the significant changes that are likely to affect the needs and circumstances of individuals with whom you work and how these will impact on the assessment of their needs and the development, implementation and review of care plans
- reasons for revising care plans and how to deal with the effect this may have on individuals

HSC329   **Contribute to planning, monitoring and reviewing the delivery of service for individuals**

Elements of Competence

HSC329a   Contribute to planning the delivery of service for individuals
HSC329b   Contribute to monitoring the delivery of service for individuals
HSC329c   Contribute to reviewing the delivery of service for individuals

About this unit[1]

For this unit, you will be expected to contribute to planning, monitoring and reviewing the delivery of services for individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.
Providing feedback 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.
Resources could refer to: your own skills and time; the skills and time of another worker in or outside of your own organisation; services or support available in or outside of your own organisation; support from within the individual's own network; finances.
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people in their lives and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC329a   Contribute to planning the delivery of service for individuals

Performance Criteria

You need to show that:

1. you support individuals to provide, receive and evaluate information that contributes to identifying the needs for service provision and planning future developments
2. you contribute to consultations with all providers, **individuals** and **key people** on the strengths and weaknesses of present service options
3. you identify any conflicts of opinion and interest
4. you contribute to discussions with the individual and others about the overall objectives, methods of achieving them and planned outcomes
5. you provide accurate financial and resource information to assist in the planning and costing of the services and resources
6. you contribute to reviewing, with the individual and others positive aspects, **risks** and shortfalls in services within the agreed plan

HSC329b   Contribute to monitoring the delivery of service for individuals

Performance Criteria

You need to show that:

1.   you support the individual in agreeing the methods to be used to monitor services, ensuring that all involved understand their roles and responsibilities

2.   you collect monitoring information within confidentiality agreements and according to legal, statutory and organisational requirements

3.   you support individuals and key people in monitoring the service and providing feedback on the services and outcomes

4.   you gather and collate monitoring information

5.   you record and/or report the outcomes from the monitoring, within confidentiality agreements and according to legal and organisational requirements

HSC329c   Contribute to reviewing the delivery of service for individuals

Performance Criteria

You need to show that:

1.   you support the individual to identify who needs to be involved in the review and how and when it will be carried out

2.   you identify, access, collect and evaluate, with individuals, key people and others within and outside your organisation information about the services provided and how well they are achieving the planned outcomes for individuals

3.   you support the individual to agree the purpose, the contribution, the differing perspectives and the responsibilities of those involved in the review

4.   you support the individual to negotiate and agree with all involved:
- the strengths of the services provided
- identified service deficiencies, unmet needs and proposed changes based on review feedback

5.   you contribute to identifying and agreeing any adjustments that are required with individuals, key people and others within and outside your organisation

6.   you contribute to agreeing with individuals, key people and others within and outside your organisation:
- how changes will be implemented
- the timescales for implementation
- who will be responsible and accountable for the implementation

7.   you inform all concerned with the implementation about the changes and the timescales for these, according to your role and responsibilities

8.   you record and/or report and distribute the results of the review according to your role and responsibilities, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information on planning, monitoring and reviewing the delivery of service for individuals
- how to provide **active support** and place the preferences and best interest 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 their lives, actions and risks
- the rights of carers to be supported in the caring role
- dilemmas between:
  o the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection
  o the individual's views, preferences and expectations and how these can and are provided for in the services being delivered
  o the individual's rights and the rights of key people
  o your own values, the values of the individual and those of key people
  o your own professional values and those of others within and outside your organisations
- how to work in partnership with individuals, key people and others within and outside your organisation to enable the individual's needs, wishes and preferences to be met

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own (and others' roles, responsibilities, accountability and duties when planning, monitoring and reviewing the delivery of service for individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
  o data protection, including recording, reporting, storage, security and sharing of information
  o health and safety
  o risk assessment and management
  o protecting individuals from danger, harm and abuse
  o planning, monitoring and reviewing the delivery of service for individuals
  o working with others to provide integrated services
  o the different methods of providing support and services
  o practice and service standards relevant to your work setting and relating to the assessment of individual needs and preferences, and the development, implementation and review of care plans
- how to access records and information on the needs, views and preferences of individuals and key people

Theory and practice

- how and where to access information and support that can inform your practice about planning, monitoring and reviewing the delivery of service for individuals
- government reports, inquiries and research reports relevant to monitoring and reviewing

the delivery of service for individuals

- theories relevant to the individuals with whom you work, about:
- aspects of human growth and development and how these can affect the planning, monitoring and reviewing the delivery of service for individuals
- identity and self-esteem
- loss and change
- risk assessment and management
- how power and influence can be used and abused when planning, monitoring and reviewing the delivery of service for individuals
- role of relationships and support networks in promoting the well-being of the individuals with whom you work
- factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people
- methods of supporting individuals to:
  - express their needs and preferences
  - 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 well-being
- the procedures for reporting shortfalls in available resources to the appropriate authority
- what is meant by needs-led and service-led planning and their relevance for care planning practice
- factors which will influence the availability and relevance of planning options and the timescales for different options
- reasons for changing resources and the effect these may have on individuals
- how to contribute to planning, monitoring and reviewing services and service delivery
- methods of monitoring and evaluating services and their implication for practice

HSC330   **Support individuals to access and use services and facilities**

Elements of Competence

HSC330a   Support individuals to identify services and facilities they need
HSC330b   Enable individuals to select, access and use services and facilities
HSC330c   Enable individuals to evaluate services and facilities used

About this unit[1]
For this unit you will support individuals to access and use services and facilities.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Key people: family; friends; carers; others with whom the individual has a supportive relationship.
Services and facilities could include: services provided to an individual's home (e.g. meals on wheels, services to meet the individual's personal care needs; therapeutic services); services provided to enable individuals to meet their social care needs (e.g. transport); amenities outside the individual's place of residence (e.g. day care provision; support groups).

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people in their lives and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge.

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Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

_____

Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Services and facilities	Support for individuals that is provided to them at their place of residence or from groups and amenities in the community

HSC330a   Support individuals to identify services and facilities they need

Performance Criteria

You need to show that:

1. you support **individuals** and **key people** to identify and communicate what they need to improve their health and social well-being

2. you support individuals to identify their own strengths, those of their networks and any gaps that need to be addressed

3. you work with individuals to identify any risks that have to be managed in accessing **services and facilities**

4. you gain agreement to access and review information to support individuals and key people to identify the services and facilities they need to access

5. you work with individuals, key people and **others** to review the information to identify the options available

HSC330b   Enable individuals to select, access and use services and facilities

Performance Criteria

You need to show that:

1. you work with individuals to agree preferred options for services and facilities, identifying any risks that need to be managed
2. you work with individuals and key people to select the services and facilities that will enable them to meet the individuals' assessed needs
3. you provide **active support** for individuals to enable them to access and use selected services and facilities
4. you work with individuals to identify what needs to be in place to enable them to access the agreed services and facilities, taking into account any special requirements
5. you agree with, arrange and help individuals acquire the assistance they require to access and use the selected facilities and services
6. you support individuals and key people to fill in any forms of paper work to enable them to access the agreed services and facilities
7. you support individuals to access and use the agreed services and facilities

HSC330c   Enable individuals to evaluate services and facilities used

Performance Criteria

You need to show that:

1. you support individuals to agree the methods and timescales for evaluating how the services and facilities have contributed to the individual's well-being
2. you support individuals and key people to evaluate whether, and in what ways, the services and facilities have improved their health, well-being and quality of life
3. you support individuals to identify any changes necessary to improve the outcomes from the use of the services and facilities
4. you encourage individuals and key people to give feedback on:
    - the services and facilities they have identified and used
    - where they have experienced discrimination or exclusion
    - which services and facilities have been beneficial to their well-being and those that have been less helpful
5. you work with individuals and key people to achieve the changes they have identified in the services and facilities that they have used
6. you collate information and record and report on actions, procedures and outcomes from the evaluation, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to access and use services and facilities
- how to provide active support and place the preferences and best interest 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 their lives, actions and risks about access to and the use and evaluation of services and facilities
- the rights of carers to be supported in the caring role
- dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in enabling individuals to access and use services and facilities
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individual's to access and use the services and facilities they prefer
- how to deal with and challenge discrimination for individuals accessing and using services and facilities

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own (and others') roles, responsibilities, accountability and duties when enabling individuals to access, use and evaluate services and facilities
- current local, UK and European legislation and organisational requirements, procedures and practices for:
  - o data protection, including recording, reporting, storage, security and sharing of information
  - o health and safety
  - o risk assessment and management
  - o protecting individuals from danger, harm and abuse
  - o enabling individuals to access, use and evaluate services and facilities
  - o working with others to provide integrated services
- practice and service standards relevant to your work setting and to enable individuals to access, use and evaluate services and facilities
- how to access records and information on the needs, views and preferences of individuals and key people

Theory and practice
- how and where to access information and support that can inform your practice about individuals accessing, using and evaluating services and facilities
- how you can access, review and evaluate information about resources, services and facilities relevant to the needs and preferences of the individuals with whom you work
- government reports, inquiries and research relevant to individuals accessing, using and evaluating services and facilities
- theories relevant to the individuals with whom you work, about:
  - o aspects of human growth and development and how these can affect and be affected by the individual's access to, and use of services and facilities
  - o identity and self-esteem and how this can be affected by individual access and

use of services and facilities

- how power and influence can be used and abused when supporting individuals to access, use and evaluate services and facilities
- the role relationships, support networks, services and facilities provide in promoting the individuals' well-being
- factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people
- methods of supporting individuals to express their needs and preferences and to be able to evaluate the services and facilities they have used
- how to keep services and facilities informed about the needs of the individuals and any changes that might be necessary

HSC331   **Support individuals to develop and maintain social networks and relationships**

Elements of Competence

HSC331a   Support individuals to identify their needs for, and from, contacts, social networks and relationships

HSC331b   Support individuals to maintain supportive relationships

HSC331c   Support individuals to develop new social networks and relationships

About this unit[1]

For this unit you need to support individuals who need to increase, change and recover their social contacts in order to promote their well-being.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC331a	Support individuals to identify their needs for, and from, contacts, social networks and relationships

Performance Criteria

You need to show that:

1. you support **individuals** to identify and communicate:
    - whether or not they wish to maintain, change or extend their contact, social networks and relationships
    - the advantages and possible difficulties of developing and maintaining new contacts, relationships and social networks
    - the benefits of building relationships with the people within groups that share the same interests as themselves
    - any relationships and/or social networks that might be detrimental to their health and social well-being

2. you identify and take account of any legal requirements or restrictions when supporting individuals to identify their needs and preferences

3. you use documents, materials, naturally occurring events and specific activities to illustrate and help individuals to communicate their relationships needs

4. taking account of the information collected, you support individuals to confirm their views on:
   - the social networks they want to maintain, restore and withdraw from
   - where they want and need to develop new social networks and relationships

HSC331b   Support individuals to maintain supportive relationships

Performance Criteria

You need to show that:

1. you encourage individuals to keep in contact with **key people**, communicating the benefits for this and taking account of any legal restrictions

2. you support individuals to end and deal with the need to end relationships and contact with particular people and social networks

3. you encourage and respect the individuals wishes and rights for privacy and confidentiality when they invite friends into the environment

4. you communicate, in ways that the individuals can understand, any restrictions that are placed on contact with specific people and groups and the reasons for the restrictions

5. you monitor and where necessary supervise any visits to safeguard the individuals and **others**

6. you encourage individuals and key people to be involved in activities and outings within and outside the individual's environment

HSC331c   Support individuals to develop new social networks and relationships

Performance Criteria

You need to show that:

1. you support individuals and key people to identify what is and will be required to develop new social networks

2. you observe and take action to support the individuals when they have relationship problems or become isolated

3. you check that:
   - known risks are being managed and reviewed regularly
   - legal, ethical and spiritual requirements have been taken account of when supporting individuals to maintain and develop new social networks and relationships

4. you seek and access specialist help for anyone with specific relationship problems, within confidentiality agreements

5. you support individuals to avoid relationships and involvement in social networks that are:
   - abusive
   - could put themselves and others in danger
   - could lead to the harm and abuse of themselves and others

6. you support individuals to identify and report abusive relationships

7. you support individuals to cope with any distress when relationships end

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information on supporting to develop and maintain relationships and social contacts
- how to provide **active support** and place the preferences and best interest 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 their lives, actions and risks in developing and maintaining relationships and social contacts
- dilemmas between the individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in supporting individuals to develop and maintain relationships and social contact
- the ways to support individuals to understand and exercise their rights and responsibilities when identifying, participating in and reviewing the value of their relationships and social networks

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to develop and maintain social networks and relationships
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - supporting individuals to develop and maintain social networks and relationships
  - working with others to provide integrated services
- practice and service standards relevant to your work setting and for supporting individuals to develop and maintain social networks and relationships
- how to access records and information on the needs, views and preferences of individuals and key people regarding relationships and social networks

Theory and practice
- how and where to access information and support that can inform your practice about supporting individuals to develop and maintain social networks and relationships
- government reports, inquiries and research reports relevant to supporting individuals to develop and maintain social networks and relationships
- theories relevant to the individuals with whom you work, about:
  - aspects of human growth and development and how these can affect and be affected by access to social networks and relationships
  - identity, self-esteem and self image and how this can be affected by access to social networks and relationships
- the ways in which relationships are formed, may change and can be ended and the effect this may have on individuals and the role they have in promoting the individuals' well-being
- how power and influence can be used and abused when supporting individuals to access social networks and relationships and by the social networks and relationships themselves
- types of contact and relationships that can be beneficial and those that can be detrimental

to the individuals with whom you are working
- situations when individuals, key people and others may be at risk from contact with social networks and relationships and how to assess and deal with these
- methods of working with individuals and their networks to maintain or end existing contacts and the importance, benefits and methods of ensuring individuals understand the need to:
  - maintain existing contacts with individuals and networks
  - move on from old relationships
  - form and maintain new relationships
  - avoid contact with those people and groups where limitations have been placed upon them
- issues that are likely to arise when supporting individuals to develop, maintain and move on from contacts and relationships and how to support the individuals to deal with these

HSC332   **Support the social, emotional and identity needs of individuals**

Elements of Competence

HSC332a   Work with individuals to identify their social, emotional and identity needs
HSC332b   Support individuals to develop and maintain self esteem and a positive self image
HSC332c   Support individuals to address changing social, emotional and developmental needs

About this unit[1]

For this unit you need to identify the social, emotional and developmental needs of individuals and in partnership with them, other workers and organisations, develop a plan that addresses the immediate, short and where appropriate, medium and longer term needs of individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to pple requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

_____

Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC332a   Work with individuals to identify their social, emotional and identity needs

Performance Criteria

You need to show that,

1. you support **individuals** to identify and communicate:
    - aspects of their lives that are positive
    - aspects that they feel are negative to their self-esteem and sense of identity
    - aspects of their lives, history and culture that are important to their self-esteem and self-image
    - interests, experiences and expertise that are important to their social, emotional and identity needs

2. you support individuals and **key people** to highlight concerns about the individuals' social and emotional well-being and identity

3. you work with individuals and **others** to understand and express their preferences about approaches, methods and activities to:
    - promoting the individual's sense of identity
    - meet the individual's developmental, social, emotional and identity needs

4. you work with individuals to identify the support required to enable their preferences to be met

HSC332b Support individuals to develop and maintain self-esteem and a positive self-image

Performance Criteria

You need to show that:

1. you work with individuals to identify aspects of their lives:
   - that can be built upon to develop their self-esteem and contribute to their self-image
   - that they can change to enable them develop and maintain their self-esteem and a positive self-image

2. you support individuals to identify aspects of their lives, their condition and circumstances that affect their self-esteem and self-image and how they can manage these

3. you work with individuals in ways that positively recognise and build upon their experiences, expertise and abilities

4. you use naturally occurring opportunities to explore how individuals can develop and maintain their identity, self-image and self-esteem

5. where you identify signs of extremely low self-image and self-esteem and negative identity, you seek advice and support to help resolve these

6. you explore and agree with individuals the sort of support that might make them better able maintain their identity, self-esteem and self-image

HSC332c Support individuals to address changing social, emotional and developmental needs

Performance Criteria

You need to show that:

1. you observe and assess changes in individuals' needs and circumstances that may affect their social, emotional and developmental needs

2. you access information and advice about the individuals' needs, circumstances and conditions and how these might:
   - change in short, medium and long term
   - affect their social, emotional and developmental needs

3. you work with individuals and key people to agree and plan how the short, medium and long term social, emotional and developmental needs of the individuals can be met and resourced

4. you support individuals, key people and others to identify:
   - how any plans and activities will be reviewed
   - who will be involved in the review
   - the roles individuals and others will play in the review

5. you seek additional support where the changing needs of individuals are outside your competence to deal with

6. you work with individuals to:
   - build upon positive aspects of their lives
   - find ways and activities to help them to address their changing social, emotional and developmental needs

7. you report and record on actions, processes and outcomes to appropriate people and organisations within confidentiality agreements and according to organisational and legal requirements

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information on supporting individuals' social, emotional and identity needs
- how to provide **active support** and place the preferences and best interest 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 their lives and actions to support their social, emotional and identity needs
- dilemmas between the individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in supporting individuals' social, emotional and identity needs
- stereotypical assumptions based on gender, race, culture, disability, educational experience etc. and how these, unchallenged, can limit the development of positive self-image, self-esteem and identity

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals' social, emotional and identity needs
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - risk assessment and management related to self-harm and abuse that might arise from low self-esteem and self-image
  - protecting individuals from danger, harm and abuse
  - supporting individuals' social, emotional and identity needs
  - working with others to provide integrated services
- practice and service standards relevant to your work setting and for supporting individuals' social, emotional and identity needs
- how to access records and information on individuals' social, emotional and identity needs
- the purpose of, and arrangements for your supervision to support you when dealing with distressing and stressful encounters and interactions

Theories and practice
- how and where to access information and support that can inform your practice about supporting individuals' social, emotional and identity needs
- government reports, inquiries and research reports relevant to supporting individuals' social, emotional and identity needs
- theories relevant to the individuals with whom you work, about:
  - identity, self-esteem and self-image
  - aspects of human growth and development and how these can affect and be affected by the individuals' identity, their self-image and self-esteem
  - the ways in which identify, self-image and self-esteem may positively and negatively affect the well-being of individuals
- how to support the individuals with whom you work to develop a positive sense of identity, self-image and self-esteem taking account of their needs and circumstances and any

changes that are still likely to occur

- how power and influence can be used and abused when supporting individuals' social, emotional and identity needs
- how individuals with a low sense of identity, self-image and self-esteem can be exploited and ways that such exploitation can be prevented
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individuals' social, emotional and identity needs to be supported
- social and psychological factors that can affect the social, emotional and identity needs of individuals

HSC333   **Prepare your family and networks to support individuals requiring care**

Elements of Competence

HSC333a   Access, obtain and share information with your family and networks about providing a home for individuals

HSC333b   Evaluate your own home situation and the care you are able to offer to individuals

HSC333c   Identify and acquire the skills and knowledge to provide a home for individuals

About this unit[1]

For this unit you need to prepare your family and networks to support individuals needing care within your home.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication and language preferences include: 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.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to prov requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**

_____

Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Family	Include the people who are biologically related to you and those who through relationships have become an accepted part of your family
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key you and your family and will be affected by the introduction of an individual into your home
Others	Are other people within and outside the organisation for whom you are providing a home for individuals and that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC333a   Access, obtain and share information with your family and networks about providing a home for individuals

Performance Criteria

You need to show that:

1.	when providing a home for **individuals**, you discuss with the people placing the individuals:

- the information you may require
- the support you can expect

2.	you identify and access information about the **rights**, duties and responsibilities of all involved in providing a home for individuals

3.	you discuss the statutory requirements with all involved

4.	you identify and obtain any guidance available, sharing and discussing this with your **family** and **key people** in your lives

5.	you examine the needs of the individuals requiring care, taking account of their cultural, spiritual, physical and emotional needs

6.   you clarify information about the individuals that might affect their stay with you and your family

7.   you seek and obtain further information and support about specific needs of the individuals to help you to understand them better and accommodate them in your home more easily

HSC333b   Evaluate your own home situation and the care you are able to offer to individuals

Performance Criteria

You need to show that:

1.   you discuss and agree with your family, how your lives and living arrangements will be affected when providing a home for specific individuals

2.   you identify, discuss and agree:
     - any risks and additional help and support the individuals might need whilst living within your home
     - any extra help your family might need to support them
     - any changes that you and your family will have to make in order to accommodate the individuals

3.   you encourage members of your family to express and discuss their feelings and concerns about providing a home for specific individuals

4.   you clarify any matters that have arisen with members of your family and other appropriate people

5.   you appraise the benefits and the concerns raised by your family about accommodating individuals

6.   you identify with **others** potential areas of conflict and set in place strategies to overcome these

7.   you discuss any issues and concerns with the appropriate people and any ground rules for accepting the individuals into you home

HSC333c   Identify and acquire the skills and knowledge to provide a home for individuals

Performance Criteria

You need to show that:

1.   you evaluate your skills, knowledge and attitudes to care for, protect and provide **active support** for the individuals coming into your home

2.   you identify any gaps in your skills and knowledge to enable to meet the needs of the individuals including their communication and language preferences

3.   you discuss the gaps in your skills and knowledge with the appropriate people

4.   you identify sources of information and support that will enable you to acquire the skills and knowledge you require

5.   you use the most appropriate form of support and training to fill the identified gaps in your skills and knowledge

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information on when preparing to provide a home for individuals
- how you and your family can provide active support, place the preferences and best interest of individuals at the centre of everything you do with them, 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 their lives and actions
- dilemmas between the individuals' rights and their responsibilities for their own care and protection and your role and responsibilities in providing a home for specific individuals

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when providing a home for individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
  - o data protection, including recording, reporting, storage, security and sharing of information
  - o risk assessment and management when providing a home for individuals
  - o protecting individuals from danger, harm and abuse
  - o preparing your family and networks to support individuals requiring care and providing a home for individuals
- practice and service that promote and safeguard the well-being of individuals placed within another person's home
- how to access records and information on the individuals for whom you are likely to provide a home

Theory and practice

- how and where to access information and support that can inform your practice when preparing to provide and providing a home for individuals
- government reports, inquiries and research relevant to providing a home for individuals
- theories relevant to the individuals with whom you work, about aspects of human growth and development and how these can affect and be affected by the individuals' background, experiences and conditions and the provision of a secure home environment
- how to work in partnership with individuals, key people and those within and outside your organisation to establish whether the individuals' needs and preferences can be accommodated within your home and family environment
- the responsibilities and limits of your relationships with individuals for whom you are likely to provide a home
- principles of practice to enable you to balance the needs of the individuals and others within your home environment
- principles for enabling the individual to become a full member of the household
- the importance of discussing with family and network members, changes that might be required when taking another individual into your own home and how their needs for support will be met
- factors to take account of when deciding how much information to divulge to family and network members

- the differing reasons why families and networks may be apprehensive or anxious and how to address these and support the people involved
- the likely effect on family dynamics, relationships and roles when providing a home for individuals
- conditions and issues you are likely to face when providing a home for individuals with specific needs

HSC334   **Provide a home and family environment for individuals**

Elements of Competence

HSC334a   Identify the needs, background and experiences of the individuals for whom you are providing a home

HSC334b   Help individuals to adjust to, and ensure they are safe and protected in your home

HSC334c   Support own family and other key people to accept, support and adjust to family life with the individuals

About this unit [1]

For this unit you will need to support individuals and your own family and key people when providing a home and family environment for individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, financial, emotional and sexual abuse; bullying; self harm; reckless behaviour.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement [2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Abuse	Abuse is causing physical, financial, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Family	Include the people who are biologically related to you and those who through relationships have become an accepted part of your family
Harm	The effects of an individual being physically, financially, emotionally or sexually injured or abused
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key you and your family and will be affected by the introduction of an individual into your home
Others	Other people within and outside the organisation for whom you are providing a home for individuals and that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risk	The likelihood of danger, harm or abuse arising from anything or anyone

HSC334a   Identify the needs, background and experiences of the individuals for whom you are providing a home

Performance Criteria

You need to show that:

1.   you read the appropriate information about the needs, background and experience of the **individuals** for whom you are providing a home

2.   you support individuals to communicate:
   - their needs, background, experiences, wishes, preferences and choices
   - how their needs, background, experiences, wishes, preferences and choices might affect their behaviour when living in your home

3.   you assess how the needs, background, experiences, preferences and choices of the individuals:
   - can be accommodated within your home
   - may cause difficulties
   - how you, the individual and your family may deal with this
   - you inform all who will be involved with the individual of their needs, background, experiences, preferences and choices within confidentiality agreements and according to legal and organisational requirements

HSC334b   Help individuals to adjust to, and ensure they are safe and protected in your home

Performance Criteria

You need to show that:

1.   you provide, and support your family to provide a welcoming and supportive environment to the individuals

2.   you introduce the individuals to your family and **key people** in the family's life allowing them enough time and space to settle into your home

3.   you support individuals to:
   - communicate their thoughts, feelings, fears and aspirations about living in your home
   - enable them to see the benefits of living in your home both to themselves and for your family
   - understand how your family and living arrangements work
   - understand where things are
   - understand any ground rules

4.   you provide appropriate support to individuals if they are distressed

5.   you ensure that appropriate safety and security devises and procedures are used within your home to keep the individuals safe from **danger**, **harm** and **abuse** without over protecting them

6.   you provide **active support** for individuals giving them sufficient scope to grow, make their own decisions, develop, retain their friendship groups and make new friends, without exposing them to unnecessary danger or overprotecting them

HSC334c Support own family and other key people to accept, support and adjust to family life with the individuals

Performance Criteria

You need to show that:

1. you encourage your family and social networks to:
2. accept each individual as a family member
3. help them to settle into your home
4. provide effective care and support
5. you help your family to understand and come to terms with their own needs as a family member and the needs of individuals
6. you treat everyone fairly, balancing the needs of family members and those of the individuals requiring care
7. you examine the requirements of the care plan for the individuals, taking account of aspects that might affect family members and individuals directly
8. you address any conflicts and disagreements openly, seeking and using external support, where necessary
9. you set in place strategies to protect your own family if the individuals' behaviour causes a **risk** to themselves, your family, key people, your property and **others**
10. you record and report progress, outcomes and any serious incidents or causes for concern immediately to the appropriate people within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information on when providing a home for individuals
- how you and your family can provide active support, place the preferences and best interest of individuals at the centre of everything you do with them, 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 their lives and actions
- dilemmas between the individuals' needs, preferences, rights and their responsibilities for their own care and protection and your own and your families' role, rights and responsibilities when providing a home for specific individuals
- how to deal with and challenge discrimination when providing a home for individuals

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when providing a home for individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - risk assessment and management when providing a home for individuals

- o protecting individuals from danger, harm and abuse
- o providing a home and family environment for individuals
- practice and service that promote and safeguard the well-being of individuals placed within another person's home and for those who are providing the home for individuals
- how to access records and information on the individuals for whom you are likely to provide a home
- the purpose of, and arrangements for your support when providing a home and family environment for individual

Theory and practice

- how and where to access information and support that can inform your practice when providing a home for individuals
- government reports, inquiries and research relevant to providing a home for individuals
- theories relevant to the individuals with whom you work, about aspects of human growth and development and how these can affect and be affected by the individuals' background, experiences and conditions and the provision of a secure home environment
- the responsibilities and limits of your relationships with individuals for whom you are likely to provide a home
- principles of practice to enable you to balance the needs of the individuals and others within your home environment
- principles for enabling the individuals to become full members of the household
- the importance of discussing with family and network members, issues that have and might arise from the individuals living in your own home and how their needs for support can best be met
- factors to take account of when deciding how much information to divulge to family and network members
- the differing reasons why families and networks may be apprehensive or anxious and how to address these and support the people involved
- issues that are likely to arise when the individuals first move in and how to support the individuals to deal with these
- the likely effect on family dynamics, relationships and roles when providing a home for individuals
- how to work with, and resolve conflicts that you are likely to meet
- the importance of openly acknowledging potential difficulties and conflicts
- the types of incidents that could happen with the individuals for whom you are providing a home, the action to take in the event of any serious incidents or causes for concern and how to record and report these
- the importance of developing and ensuring the individuals understand house rules

HSC335   **Contribute to the protection of individuals from harm and abuse**

Elements of Competence

HSC335a   Recognise and report on factors that may cause danger, harm and abuse

HSC335b   Contribute to minimising the effects of dangerous, harmful and abusive behaviour and practices

HSC335c   Respond to and report on suspicions of harm and abuse

About this unit[1]

For this unit you will need to recognise and report on factors that may cause danger, harm and abuse; contribute to minimising dangerous, harmful and abusive behaviour and practices; contribute to dealing with suspected and disclosed danger, harm and abuse.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisation and legal procedures; putting undue pressure on individuals; changing, removing or adding to information.

Communicate 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self harm and abuse.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

_____

Abuse	Abuse is causing physical, financial, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Harm	The effects of an individual being physically, financially, emotionally or sexually injured or abused
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risk	The likelihood of danger, harm or abuse arising from anything or anyone
Signs and symptoms of danger, harm and abuse	Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse

HSC335a	Recognise and report on factors that may cause danger, harm and abuse

Performance Criteria

You need to show that:

1. you seek and acquire information about:
    - factors that may cause and lead to the **risk** of individuals being in **danger** of **harm** and **abuse**
    - **signs and symptoms** that individuals may be in danger of being harmed or abused or have been harmed and abused
    - legal and organisational requirements about what to do if you suspect that someone is in danger and/or has been harmed or abused

2. you confirm your understanding and the actions you need to take when danger, harm and/or abuse is suspected or has been disclosed

3. you identify the factors which support abusive behaviour and discuss these with colleagues and managers

4. you examine your own behaviour and actions to ensure that they do not contribute to situations, actions and behaviour that can be dangerous, harmful and/or abusive

5. you observe behaviour, actions and situations to ensure that all people (including any children and young people) within or entering the environment are not subject to danger, harm and abuse

6. you work with **individuals**, **key people** and **others** to identify and challenge practices that:
    *   may lead to danger, harm and abuse of individuals, key people, staff and others
    *   are dangerous, harmful and abusive

7. you report suspected or disclosed danger, harm and abuse to the appropriate people:
    *   avoiding actions and statements that could adversely affect the use of evidence in future investigations and court
    *   within confidentiality agreements
    *   according to legal and organisational requirements

HSC335b   Contribute to minimising the effects of dangerous, harmful and abusive behaviour and practices

Performance Criteria

You need to show that:

1. you develop relationships with individuals so that they are able to communicate and raise concerns about possible and actual danger, harm and abuse to themselves and others

2. you work with individuals in a way that respects their dignity, privacy and rights

3. you are honest with individuals about your responsibilities to disclose information about potential and actual danger, harm and abuse

4. you identify possible sources, signs and symptoms of danger, harm and abuse

5. you take appropriate action when you observe behaviour, actions and situations towards people (including any children and young people) within or entering the environment that might lead to danger, harm and abuse

6. you challenge and raise concerns with appropriate people and organisations about practice or policies, which may give rise to danger, harm and abuse

7. you work sensitively with individuals communicating how, and to whom, they report incidents of danger, harm and abuse

8. you take appropriate action and assure individuals that their reports will be listened to and dealt with seriously

9. you report sources, signs and symptoms of danger, harm and abuse to appropriate people:
    *   avoiding actions and statements that could adversely affect the use of evidence in future investigations and court
    *   within confidentiality agreements
    *   according to legal and organisational requirements and inter-agency and partnership requirements

HSC335c   Respond to and report on suspicions of harm and abuse

Performance Criteria

You need to show that:

1. you monitor and identify any unusual and significant changes from individuals health, cleanliness, physical care, actions and behaviour

2. you respond and take immediate and appropriate action to concerns that individuals are at risk of or have been harmed and/or abused

3. you use all available information to evaluate the concerns raised

4. you avoid using actions and statements, and support others to avoid using actions and statements, that could adversely affect the use of evidence in future investigations and court

5. you discuss concerns with relevant people within and outside your organisation, within confidentiality agreements and according to legal, organisational, inter-agency and partnership requirements

6. you contribute to, follow and work within inter-agency and partnership policies, procedures and practice for dealing with suspected harm and abuse

7. you accurately record, report (with the times, dates and explanations), and pass on records and reports of suspicions of signs and symptoms of danger, harm and abuse:
   - avoiding actions and statements that could adversely affect the use of evidence in future investigations and court
   - within confidentiality agreements
   - according to legal and organisational requirements and inter-agency and partnership requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when contributing to the protection of individuals from harm and abuse
- how to provide **active support** and place the preferences and best interest 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 when they have been in danger of being harmed and/or abused
- dilemmas between the individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in protecting individuals from danger, harm and abuse
- how to challenge stereotypical assumptions based on gender, race, culture, disability, educational experience etc that affect the perception of danger, harm and abuse to individuals, key people and others both as recipients and perpetrators

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when protecting individuals from danger, harm and abuse

- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - protecting individuals from danger, harm and abuse
  - actions to take on suspicions of and where there is a risk of danger, harm and abuse

- o health, safety, assessing and managing risks associated with identifying and dealing with the risk of danger, harm and abuse to individuals, key people and others
  - o the collection of information for legal purposes
  - o any special provisions relating to the individuals because of their age or conditions
  - o working with others to provide integrated services
  - o practice and service standards relevant to your work setting and for working and dealing with danger, harm and abuse
- how to access records and information about danger, harm and abuse related to the individuals and key people with whom you work
- the purpose of, and arrangements for your supervision to support when dealing with people who are likely to be, or have been harmed and abused

Theory and practice

- how and where to access information and support that can inform your practice when contributing to the protection of individuals, key people and others from danger, harm and abuse
- government reports, inquiries and research relevant to the protection of individuals, key people and others from danger, harm and abuse
- theories relevant to the individuals with whom you work, about aspects of human growth and development and how these can affect and be affected by individuals being subjected to danger, harm and abuse
- the ways in which danger, harm and abuse in the short, medium and long term can affect the well-being of individuals
- how power and influence can be used and abused by:
  - o yourself and others when supporting people who are in danger of harm and abuse and when they have been harmed and abuse
  - o by others wishing to harm, abuse and exploit individuals
  - o how individuals who have been harmed and abused are vulnerable to exploitation and ways that such exploitation can be prevented
  - o how people who harm and abuse individuals conceal what is happening
  - o how to work in partnership with individuals, key people and those within and outside your organisation to support individuals who you and/or others suspect are in danger of harm and abuse and with individuals who have been harmed and abused
  - o what to do if you suspect or have evidence that the person responsible for harm and abuse is a colleague
- how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse
- different views on what is harmful, dangerous and abusive and how they relate to your role and tasks
- factors that may lead to danger, harm and abuse
- signs and symptoms of danger, harm and abuse and the correct actions to take when you suspect, or danger, harm and abuse has been disclosed
- the effects of being at risk of harm, in danger or abused and their impact on the individuals, other people involved, your own and others' behaviour
- how to work, and support others to work with individuals who are distressed, fearful and uncertain about what will happen to them
- the types of evidence that is valid in investigations and court and how to ensure that your actions and statements do not contaminate evidence or prejudice investigations

recording and reporting requirements for protection, harm and abuse and to ensure they do not contaminate evidence or prejudice investigations

HSC336 **Contribute to the prevention and management of abusive and aggressive behaviour**

Elements of Competence

HSC336a Contribute to preventing abusive and aggressive behaviour
HSC336b Deal with incidents of abusive and aggressive behaviour
HSC336c Contribute to reviewing incidents of abusive and aggressive behaviour

About this unit

For this unit you need to contribute to the prevention and management of abusive and aggressive behaviour. When abusive and aggressive behaviour occurs, you need to deal with, and help in the review of, incidents within statutory and agency frameworks.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication: language and speech;   actions, gestures and body language; space and position.

Actions taken to maintain calmness and safety: explain your actions to individuals even when individuals do not appear to understand the explanations or be listening to them;   divert the individual(s) to other activities; preventive action to stop the individual when there is direct risk;   seek help from other workers.

Triggers to abusive or aggressive behaviour: interactions between individuals; behaviours towards or in the vicinity of the individual; environmental factors; personal or social aspects of the individual's life

Assistance and support: to manage the aggressive and abusive behaviour safely; for first aid.

Those involved in incidents may be: the individual; the people who were the targets of the aggressive and abusive behaviour;   other people who are significant to the individual; other workers.

This is Community Justice Unit CJ E 203, which also appears as Drugs and Alcohol National Occupational Standard (DANOS) AB3

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abusive and aggressive behaviour May be verbal or non-verbal and be social, physical, sexual or emotional in nature

HSC336a   Contribute to preventing abusive and aggressive behaviour

Performance Criteria

You need to show that:

1. you communicate with others in a manner which:
    *   is appropriate to them
    *   encourages an open exchange of views and information
    *   minimises any constraints to communication
    *   is free from discrimination and oppression
    *   acknowledges the rights of everyone present and is supportive of those rights

2. you maintain the environment in a way which encourages meaningful interactions

3. you take actions to maintain calmness and safety in a manner which minimises any restriction of movement and which does not deny people's rights

4. you take appropriate action to prevent triggers to **abusive or aggressive behaviour** occurring and to enable individuals to find alternative ways of expressing their feelings

5. you protect potential victims at whom the behaviour may be directed.

HSC336b   Deal with incidents of abusive and aggressive behaviour

Performance Criteria

You need to show that:

1. you take constructive action to minimise identified abusive and aggressive behaviour which is consistent with:
    *   any inherent risks
    *   the maintenance of effective working relationships
    *   agency policy and procedures
    *   evidence of effective practice

2. you acknowledge opposing interests and take constructive action to address them

3. you take prompt action to protect those at whom the abusive and aggressive behaviour is directed

4. you take constructive action to defuse abusive and aggressive behaviour

5. you call for any necessary assistance and support without delay

6. you act in a manner which is likely to promote calm and reassurance and make this clear to all involved

7. you manage physically aggressive behaviour in ways which are consistent with statutory and agency requirements and use the safest possible methods for:
    *   the individual
    *   you
    *   others

8. you complete records accurately and clearly and store them according to agency requirements

HSC336c   Contribute to reviewing incidents of abusive and aggressive behaviour

Performance Criteria

You need to show that:

1. you encourage those involved in incidents to contribute to reviewing the incident
2. you offer time, space and support so that everyone involved can express their feelings and examine their behaviour
3. you explore constructively with everyone involved the reasons for, and consequences of, the abusive and aggressive behaviour
4. you make referrals to the appropriate people if specialist help is required
5. you make clear and constructive contributions to team discussions about incidents of abusive and aggressive behaviour and agency practice in dealing with them
6. you manage your own feelings aroused by the incident in a way which recognises your right to have such feelings and recognises that not all incidents are capable of prevention
7. you complete records accurately and clearly and store them according to agency requirements
8. you provide accurate and clear information to others so that issues and needs can be addressed

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- how the principles of equality, diversity and anti-discriminatory practice have been applied to work undertaken
- the ways in which stereotyping and discrimination might affect risk assessment and how to guard against this
  ### Legislation and organisational policy and procedures
- the specific legislation (national and European) which relates to the work undertaken and how this has been taken into account
- any particular factors relating to the agency's policies and practices which have affected the work undertaken

Theory and practice

- Working to improve individual practice:
- how to evaluate your own competence when at work and decide when further support and expertise are needed
- Working with individuals and groups:
- the ways in which individuals communicate by behaviour as well as through language and how different forms of behaviour can be interpreted
- constraints to effective communication (interpersonal, physical and environmental)
- methods of establishing contact which are likely to maximise productive engagement with individuals and minimise unproductive interventions
- the ways in which feelings of anger and frustration can be displaced from their original source to those in authority and how to deal with this
- the difference between aggression and assertiveness
- the possible reasons for different sorts of behaviour occurring, especially those which may be viewed as aggressive or abusive
- the effects which your own behaviour may have on others
- the ways in which individuals' culture and gender influence your practice

HSC337	**Provide frameworks to help individuals to manage challenging behaviour**
Elements of Competence	

HSC337a	Support individuals to identify the reasons and causes for, and the consequences of, their behaviour
HSC337b	Work with individuals to agree ways to manage their behaviour
HSC337c	Support individuals to evaluate actions to manage behaviour

About this unit[1]
For this unit you will be expected to support individuals to manage challenging behaviour.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Challenging behaviour can include: verbal abuse (racist comments, threats, bullying others); physical abuse (such as assault of others); self-destructive behaviour; behaviour which is destructive to other people; behaviour that is destructive to items within the environment; behaviour that is destructive to property; behaviour which is illegal.
Communicate 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.
Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Challenging behaviour	Behaviour that is considered unacceptable and abusive. This unit addresses challenging behaviour which, with help, the individual may be able to prevent, modify and control. It does **not** cover behaviour which is challenging but which the individual, because of illness or their condition, is unable to do anything about
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be supported and cared for in a way they choose • access information about themselves • communicate using their preferred methods of communication and language

HSC337a Support individuals to identify the reasons and causes for, and the consequences of, their behaviour

Performance Criteria

You need to show that:

1. you work with **individuals, key people** and **others** within and outside your organisation to:
   - examine the reasons why individuals behave in particular ways
   - identify situations, events, environments, actions, people, and the behaviour of others that might cause the behaviour

2. you support and respond to individuals in a manner which values and respects them as individuals

3. you ensure that your own behaviour and actions do not lead to situations that cause the behaviour in individuals

4. you support individuals to:
   - explore and communicate their feelings about their behaviour
   - identify how they can overcome or avoid situations that may cause the behaviour
   - recognise and understand the consequences of their behaviour
   - understand the affects of their behaviour on others
   - understand why the behaviour is unacceptable to others

5. you support individuals to understand what might happen and the actions that would have to be taken, if they behave in ways that are:
   - unacceptable to your organisation's policies and procedures
   - outside the law

6. you support individuals to seek and acquire specialist support to help them understand and deal with their behaviour and the reasons for it

HSC337b Work with individuals to agree ways to manage their behaviour

Performance Criteria

You need to show that:

1. you encourage individuals to identify:
   - the benefits of behaving in ways that are acceptable and are not challenging to others
   - identify ways in which they can reduce their **challenging behaviour**

2. you provide **active support** to enable individuals to identify, plan and ensure that they carry out the plans that will help them to prevent, modify and control unacceptable behaviour

3. you work with individuals to find alternative ways to deal with and avoid situations, events, environments, actions, people and the behaviour of others that lead to the behaviour

4. you support individuals to:
   - achieve goals and boundaries for their behaviour
   - review whether the goals and boundaries are being achieved
   - review whether the goals and boundaries are helpful in dealing with behaviour

5. you seek additional support for yourself, to enable you to work effectively with individuals who have challenging behaviour

HSC337c Support individuals to evaluate actions to manage behaviour

Performance Criteria

You need to show that:

1. you support individuals to examine, as calmly as possible, incidents of challenging behaviour and the events that led up to them

2. you work with individuals to communicate their thoughts and feelings at the point when they used the challenging behaviour

3. you encourage individuals to evaluate any changes in their behaviour when they use alternative ways of dealing with the situations, events, environments, actions, people and the behaviour of others

4. you support individuals to:
   - communicate which actions that have been successful in helping them to manage their behaviour and those that have been less successful
   - examine why some actions have been successful and others less successful
   - agree changes to plans and alternatives to help them to better manage their behaviour

5. you seek additional support, expertise and specialist help when the management of the individuals' behaviour is outside your scope of experience to deal with

6. you record and report on processes and outcomes:
   - within required timescales
   - within confidentiality agreements
   - according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
   - legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when contributing to the protection of individuals from harm and abuse
   - how to provide **active support** and place the preferences and best interest 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 dealing with challenging behaviour and in setting and agreeing goals and boundaries to prevent, modify and control such behaviour
   - dilemmas between the individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in dealing with challenging behaviour
   - how to challenge stereotypical assumptions based on gender, race, culture, disability, educational experience etc that affect people's beliefs about behaviour that is 'challenging'

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when dealing with and providing frameworks for managing aggressive, abusive, unlawful and challenging behaviour
- current local, UK legislation and organisational requirements, procedures and practices for:
  - o data protection, including recording, reporting, storage, security and sharing of information
  - o protecting individuals, key people and others from danger, harm and abuse
  - o health, safety, assessing and managing risks associated with dealing with and providing frameworks for managing aggressive, abusive, unlawful and challenging behaviour
  - o working with others to provide integrated services
  - o practice and service standards relevant to your work setting and for working and dealing with challenging behaviour
  - o how to access records and information about the behaviour of individuals
- the purpose of, and arrangements for your supervision to support when dealing with people who have challenging behaviour

Theory and practice

- how and where to access information and support that can inform your practice for dealing with and providing frameworks for managing aggressive, abusive, unlawful and challenging behaviour
- government reports, inquiries and research relevant to dealing with and providing frameworks for managing aggressive, abusive, unlawful and challenging behaviour
- theories about and key indicators of developmental and problem behaviour: emotional, physical, intellectual, social and communication
- the ways in which challenging behaviour in the short, medium and long term can affect the well-being of individuals
- how to work in partnership with individuals, key people and those within and outside your organisation to support individuals with challenging behaviour
- power and how it can be used and abused when working with individuals with challenging behaviour
- how to protect yourself, individuals, key people and others with whom you work from individuals who have challenging behaviour
- why the individuals with whom you work may have challenging behaviour
- situations, events, environments, factors, triggers, actions of people and people that can lead to challenging behaviour, the reasons for this and what strategies can be used to reduce this
- the basic principles for influencing behaviour and why it is important to use positive reinforcement to actively promote positive aspects of behaviour
- methods of defusing and dealing with situations that may lead to challenging behaviour and of the behaviour itself
- the reasons for and the usefulness of goals, boundaries and alternatives being identified for individuals with challenging behaviour
- the reasons why a calm and controlled manner is important when dealing with individuals with challenging behaviour

HSC338   **Carry out screening and referral assessment**

Elements of Competence
HSC338a   Identify substance misuse and related or co-existent problems
HSC338b   Refer individuals to substance misuse and/or other services

About this unit
For this unit you need to recognise substance misuse problems and refer individuals to a substance misuse or other service appropriate to their immediate needs. It includes the assessment of risk to the individual and others, particularly the children of substance users.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Action: exclusion from normal activities; referral to other services.
Co-existent problems: physical; psychological; social.
Indications of substance misuse: physical; behavioural; information provided by the individual; information from other sources.
Information: directories; databases; local, regional and national networks.
Others: adults; children.
Risk: self harm; harm to others; physical health problems; mental health problems.
Services: specialist substance misuse services; health services; social care services; other services (e.g. housing, legal).
Substances: drugs; alcohol; solvents.

This is Drugs and Alcohol National Occupational Standard (DANOS) AF1

HSC338a   Identify substance misuse and related or co-existent problems

Performance Criteria

You need to show that:

1. you regularly update your knowledge about the range of substances which may be misused and the possible indications of substance misuse

2. you remain constantly alert to possible indications of substance misuse by those with whom you come into contact

3. you investigate situations sufficiently to allow you to make a reasonable judgement about whether individuals are misusing substances

4. you obtain specialist assistance where you are unable to make a reasonable judgement about whether individuals are misusing substances

5. you respond promptly to individuals presenting for substance misuse services in order to maintain their motivation and seize the opportunity for intervention

6. you assess any immediate risk to the individual and to others which may result from substance misuse and/or co-existent problems

7. you take prompt action appropriate to your assessment of risk in line with legal and organisational requirements

8. you record situations and actions taken in line with organisational requirements

9. you provide information about situations and actions taken only to those entitled to have it

HSC338b   Refer individuals to substance misuse and/or services

Performance Criteria

You need to show that:

1. you have access to up to date and accurate information on services in your locality

2. you consider possible alternative services according the needs of the individual

3. you present the possibility of referral to the individual in a positive manner and review the advantages and disadvantages with them

4. you refer the individual to a service with the required degree of urgency

5. you make referrals in line with local protocols and the eligibility criteria for accessing services

6. you establish the availability, accessibility and any cost of services to the individual prior to confirming the referral

7. you plan arrangements for the referral with the individual and facilitate their contact with the service

8. you agree with the individual the information to be passed to the service

9. you provide the service with complete and accurate information about the situation

10. following the referral, you obtain feedback from the service to evaluate and refine referral practices

11. you provide continuing support to individuals who do not want to be referred

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- organisational requirements and policies relevant to risk assessments

Theory and practice
- Information handling:
  - the importance of keeping full and accurate records, and how to do so
  - the importance of providing full and accurate information, and how to do so
  - the principle of confidentiality: what information may be given to whom
  - how to present information to individuals in a positive manner
- Monitoring and evaluation:
- the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so
- Risk assessment:
  - how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems
  - the risks to children of substance users, and how to assess these risks
  - the importance of regularly reviewing risk assessments
- Substance misuse:
  - the range of different substances and their effects
  - the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources
- ways of keeping your knowledge about substances and indications of substance misuse up to date
- how to investigate situations in order to make a reasonable judgement about substance misuse
- substance misuse specialists, and procedures for referring individuals to them
- the range of actions you can take when individuals may be misusing substances, and how to decide what action is appropriate
- Substance misuse services and interventions:
  - sources of information on substance misuse services and treatment interventions
  - the eligibility criteria for accessing services in your locality
  - how to plan and facilitate referrals to substance misuse services
  - how to assess the required degree of urgency when referring individuals to services

HSC339   **Carry out assessment to identify and prioritise needs**

Elements of Competence

HSC339a   Assess the individual's substance misuse problem and their understanding of services available

HSC339b   Assess the need for referral to substance misuse services or to a comprehensive substance misuse assessment

HSC339c   Make referral to a substance misuse service or comprehensive substance misuse assessment

About this unit

For this unit you have to refer individuals with less complex needs directly to less structured substance misuse services (such as drop-in advice services) and identify when an individual has more complex needs which require referral to a comprehensive substance misuse assessment.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Information: personal details; treatment history; substances used

Risks: self harm; harm to others; physical health problems; mental health problems.

Co-existent problems: physical; psychological; social.

Information: directories; databases; local, regional and national networks.

Services: internal to your organisation; external to your organization.

Intervention: comprehensive substance misuse assessment; co-ordinated programme of care; less structured substance misuse services (e.g. drop in advice service); other services (e.g. health, social, housing, legal).

This is Drugs and Alcohol National Occupational Standard (DANOS) AF2

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Individuals   The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate

HSC339a   Assess the individual's substance misuse problem and their understanding of services available

Performance Criteria

You need to show that:

1. you conduct the assessment of the individual promptly to maintain the individual's motivation and seize the opportunity to engage them in treatment
2. you conduct the assessment in line with locally agreed criteria and using standardised documentation
3. you obtain information from the individual and if applicable, from the referring agency, in line with protocols
4. you take account of historical factors where disclosed by the individual as well as presenting factors
5. you assess the individual's understanding of services available and readiness to engage in a treatment programme
6. you deal with challenging, abusive, aggressive or chaotic behaviour
7. you assess any risk to the individual which may result from substance misuse and/or co-existent problems
8. you encourage the individual to ask questions, seek advice and express any concerns
9. you seek support from the appropriate person as soon as possible when there are any problems with the assessment
10. you record accurate, legible and complete details of the assessment, agreements reached with the individual and the resulting actions to be taken.

HSC339b   Assess the need for referral to substance misuse services or to a comprehensive substance misuse assessment

Performance Criteria

You need to show that:

1. you have access to up to date and accurate information on services within your locality
2. you present the possible interventions to the individual in a positive manner and review the advantages and disadvantages with them
3. you present the possible interventions to the individual in a manner, level and pace appropriate to them
4. you agree an appropriate course of action with the individual according to the intensity of intervention required
5. you give the individual appropriate support to check any information on the agreed intervention before it is finalised

6. you record accurate, legible and complete details of the assessment, agreements reached with the individual and the resulting actions to be taken

7. the outcomes of the assessment and the agreements reached achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care

8. you are able to justify the choice of intervention according to locally agreed criteria

9. you discuss assessments with other members of the substance misuse service team in order to ensure consistency of approach

10. you provide continuing support to individuals who do not want to be referred.

HSC339c Make referral to a substance misuse service or comprehensive substance misuse assessment

Performance Criteria

You need to show that:

1. you make referrals in line with local protocols and the eligibility criteria for accessing services

2. you refer the individual to the appropriate service with the required degree of urgency

3. you share information obtained during the assessment with services to which the individual is referred according to agreed protocols

4. you plan arrangements for the referral with the individual and facilitate their contact with the service

5. you agree with the individual the information to be passed to the service

6. following the referral, you obtain feedback from the service to evaluate and refine referral practices

7. you record details of the assessment and referral for reporting and evaluation purposes.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- the principles of Children's legislation and the UN Convention on the Rights of the Child 1989
- how to obtain information from individuals and other agencies in line with protocol
- show to pass information obtained during an assessment to another agency in line with local protocols

Theory and practice
- Assessment of individuals:
  - how to involve an individual in the assessment of their needs
  - how to assess an individual's understanding of services available and readiness to engage in a treatment programme
  - how to assess the required degree of urgency when referring individuals to services
  - how to deal with challenging, abusive, aggressive or chaotic behaviour
  - how to assess individuals who are intoxicated
  - who can provide support when there are any problems with the assessment
  - how to achieve consistency in assessments with other workers in your organisation
- the importance of adhering to locally agreed criteria and documentation when carrying out assessments
- how to involve adults with parental responsibility in the assessment and referral of children and young people
- how to take account of a child or young persons age and maturity when involving them in assessment
- Information handling:
  - the importance of keeping full and accurate records, and how to do so
  - the principle of confidentiality: what information may be given to whom
  - how to present information in a manner, level and pace appropriate to the individual
- Monitoring and evaluation:
  - the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so
- Risk assessment:
  - how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems
  - the importance of regularly reviewing risk assessments
- Substance misuse:
  - the range of different substances and their effects
- the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources
- ways of keeping your knowledge about substances and indications of substance misuse up to date
- how to understand the jargon used by substance misusers in your locality

HSC340   **Carry out comprehensive substance misuse assessment**

Elements of Competence

HSC340a   Prepare for a comprehensive substance misuse assessment
HSC340b   Assess possible risks and the individual's understanding of services available
HSC340c   Assess the individual's substance misuse and related problems

About this unit

For this unit you need to assess the needs of substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes. It covers assessment that is on-going throughout the contact with the substance misuse service and the wider treatment system.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Priority: severity of the individual's needs and their urgency; need to maintain individual's motivation; risk.
Information: personal details; treatment history; substances used; reports from courts, probation or care workers.
Services: internal to your organisation; external to your organization.
Capability: adults; children and young people; chaotic lifestyles; incoherence; intoxication.
Risk: self harm; harm to others; physical health problems; mental health problems.
Substance misuse problems: drug use (including type of drug/s, quantity/frequency of use, pattern of use, route of administration, source of drug); alcohol use (including quantity/frequency of use, pattern of use, whether above "safe" level, alcohol dependence symptoms); psychological problems (including self-harm, history of abuse/trauma, depression, paranoia, severe psychiatric co-morbidity, contact with mental health services); physical problems (including complications of drug/alcohol use, pregnancy, blood-borne infections/risk behaviours, liver disease, abscesses, overdose, enduring or severe physical disabilities); social problems (including child care issues, partners, domestic violence, family, housing, employment, benefits, financial problems); legal problems (including arrests, fines, outstanding charges/warrants, probation, imprisonment, violent offences, criminal activity).
Other problems: in need of intensive intervention; significant psychiatric and/or physical co-morbidity; in contact with multiple service providers; pregnancy or children 'at risk'; history of disengagement from substance misuse treatment services.

This is Drugs and Alcohol National Occupational Standard (DANOS) AF3.

HSC340a   Prepare for a comprehensive substance misuse assessment

Performance Criteria

You need to show that:

1. you evaluate requests for assessment to determine their priority consistent with your organisation's criteria

2. you obtain information on the individual from previous assessments carried out by other services in line with protocols

3. you obtain further information if the initial information is insufficient for effective assessment to take place

4. you establish any particular needs of the individual which will need to be taken into account during the assessment from the available information

5. you fully and accurately record arrangements for the assessment in line with the organisation's procedures

6. you confirm arrangements for the assessment with the individual

7. you explain clearly to the individual any delays between requests for assessment and assessment taking place

8. you give the individual any documentation which needs to be completed by them to allow them to consider it before the assessment

9. you offer appropriate support to **individuals** who need assistance to complete documentation

HSC340b   Assess possible risks and the individual's understanding of services available

Performance Criteria

You need to show that:

1. you inform the individual of the nature and duration of the assessment, the type of information which will be entered in their records and who will have the right of access to these

2. you conduct the assessment in line with locally agreed criteria and using standardised documentation

3. you involve the individual in the assessment as far as possible according to their capability

4. you review information obtained from previous assessments

5. you collect information from the individual, exploring historical factors as well as presenting factors

6. you assess the individual's understanding of services available and readiness to engage in a treatment programme

7. you deal with challenging, abusive, aggressive or chaotic behaviour

8. you assess any risk to the individual which may result from substance misuse according to locally agreed protocols

9. you encourage the individual to ask questions, seek advice and express any concerns

HSC340c   Assess the individual's substance misuse and related problems

Performance Criteria

You need to show that:

1.   you assess the nature of the individual's substance misuse problems and other problems

2.   you seek clear conclusions from the assessment to inform the development of a comprehensive care plan

3.   your assessment takes account of the individual's needs, any inherent risks and the legal duty of care to the individual and **others**

4.   you keep accurate, legible and complete records of the assessment to inform the development of a care plan and for evaluation purposes

5.   you continue assessment at appropriate intervals once the individual has commenced a care plan

6.   you provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions

7.   you seek support from the appropriate person as soon as possible when there are any problems with the assessment

8.   you discuss assessments with other members of the substance misuse service team in order to ensure consistency of approach

9.   your assessment records are in a format and level of detail which can be audited against locally agreed standards

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- how to present information in a manner, level and pace appropriate to the individual

Legislation and organisational policy and procedures
- the principles of the Children's Act 1989 and the UN Convention on the Rights of the Child 1989
- how to obtain information from individuals and other agencies in line with protocols
- how to pass information obtained during an assessment to another agency in line with local protocols

Theory and practice
- Assessment of individuals:
  - how to evaluate requests for assessment according to their priority in line with your organisations criteria
  - how to involve an individual in the assessment of their needs
  - how to assess an individual's understanding of services available and readiness to engage in a treatment programme
  - how to deal with challenging, abusive, aggressive or chaotic behaviour
  - how to assess individuals who are intoxicated
- who can provide support when there are any problems with the assessment
- how to achieve consistency in assessments with other workers in your organisation

- the importance of adhering to locally agreed criteria and documentation when carrying out assessments
- how to record the outcomes of assessments and use the assessment to inform the development of a comprehensive care plan
- how to review assessments at appropriate intervals once an individual has commenced a programme of care
- how to involve adults with parental responsibility in the assessment and referral of children and young people
- how to take account of a child or young persons age and maturity when involving them in assessment
- Information handling:
  - the importance of keeping full and accurate records, and how to do so
  - the principle of confidentiality: what information may be given to whom
  - how to support individuals to complete documentation
- Monitoring and evaluation:
  - the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so
- Risk assessment:
  - how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems
  - the importance of regularly reviewing risk assessments
- Substance misuse:
  - the signs and implications of a range of substance misuse related problems including drug use, alcohol use, psychological problems, physical problems, social problems and legal problems
- how to deal with other problems including the need for intensive interventions, significant psychiatric and or physical co-morbidity, contact with multiple service providers, pregnancy or children 'at risk' and a history of disengagement from substance misuse treatment services
- ways of keeping your knowledge about substances and indications of substance misuse up to date
- how to understand the jargon used by substance misusers in your locality
- Substance misuse services and interventions:
  - sources of information on substance misuse services and treatment interventions
  - the range of treatment interventions and assessment services available in your locality
  - the eligibility criteria and protocols for accessing services in your locality
  - national, local and organisational treatment priorities and resource constraints
  - how to respond to individuals who do not want to be referred to other services

HSC341   **Help individuals address their substance use through an action plan**

Elements of Competence

HSC341a   Develop an action plan with individuals
HSC341b   Review the action plan and conclude the counselling process

About this unit
For this unit you need to support individuals with drug or alcohol problems to develop action plans, as part of the counselling process and not as an isolated activity.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Circumstances: history of treatments; drug/alcohol history; current drug/alcohol use; support networks; housing; employment; other current treatments; court orders/requirements; emotional state; financial situation; mental and physical health.
Information: verbal; written.
Methods: drink/drug diaries; questionnaire; life history; one to one counselling; groupwork; contract; life skills audit.
Responsibilities of: counsellor; individual; other agencies.

This is Drugs and Alcohol National Occupational Standard (DANOS) AI2.

HSC341a   Develop an action plan with individuals

Performance Criteria

You need to show that:
1. you involve the individual in the action planning
2. you agree roles and responsibilities of those involved in the action plan
3. you incorporate all relevant information into the action plan
4. you ensure goals in the action plan are specific, achievable and agreed with the individual
5. you ensure the content of the action plan takes into account current circumstances of the individual
6. you ensure the action plan clearly specifies the methods, time scale and responsibilities for delivering individuals' requirements
7. you review the content and expected outcomes of the action plan with individuals
8. you agree the process for reviewing the progress of the action plan
9. you record the action plan according to agency requirements and recognised good practice
10. you ensure the individual receives the action plan and any additional relevant information in a way that is most likely to enhance understanding
11. you comply with all relevant legislation, codes of practice, guidelines and ethical requirements

HSC341b   Review the action plan and conclude the counseling process

Performance Criteria

You need to show that:
1. you provide suitable opportunities for individuals to review the action plan
2. you gather all relevant information relating to individual's progress
3. you review the outcomes of the action plan with the individual
4. you identify clearly the outcomes that have been achieved and those that have not
5. you identify and agree with individual the next stages in the action plan where objectives have not been met
6. you use met objectives and the boundaries of the counselling relationship to assist the ending process
7. you take account of the individual's circumstances in deciding when to conclude the counselling
8. you acknowledge and explore the implications where treatment continues beyond counselling
9. you support the individual's sense of autonomy during the ending process
10. you inform individuals about further sources of support
11. you liaise with any agencies who will be providing further support
12. you record details according to agency requirements
13. you comply with all legislation, codes of practice, guidelines and ethical requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- equality of opportunity and diversity
- why it is important to encourage individuals to express their perspectives, values and feelings
- the individual's rights and how these should inform and influence the formation of a relationship between you and the individual

Legislation and organisational policy and procedures

- legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
- professional codes of practice
- confidentiality
- organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
- agency codes of practice
- the characteristics of other helping agencies in the area
- the limits and boundaries of your duties, responsibilities and power and why it is important to explain these to the individual

Theory and practice

- Counselling
- the principles of active listening
- the principles of good objectives
- the cycle of change model
- all models explaining substance misuse
- the principles of motivation
- a range of recognised theoretical models, including cross cultural models
- the principles of good feedback
- how to bring the counselling process to an end
- appropriate use of counselling supervision
- Local knowledge
- the availability of substance misuse services in the local area
- the characteristics of substance misuse services in the local area
- the availability of other helping agencies in the local area
- Research:
  - knowledge of research, how and where to access it
  - how to analyse research
- Substance misuse:
  - the range of different substances and their implications for the provision of services
  - national substance misuse policies and priorities
  - the range of substance misuse services offered by your organisation or other organisations
  - the specific needs of individuals who are substance users, and how to meet these needs

- o the range of behaviours that can be expected from substance users, and how to deal with these
- o the risks substance misuse may pose to individuals and how to minimise these risks
- o the risks substance misuse may pose to others, how to assess and minimise these risks
- o the substance misuse jargon/terminology, commonly used
- o the essentials of dual diagnosis
- o the continuum of substance use from recreational to problematic
- o the continuum of approaches to working with substance misuse from abstinence to harm reduction

HSC342   **Assess and act upon immediate risk of danger to substance users**

Elements of Competence

HSC342a   Assess the immediate risk of danger to the individual
HSC342b   Act upon the immediate risk of danger to the individual
HSC342c   Support the individual after the immediate risk of danger has passed

About this unit
For this unit you will need to assess the immediate risk of danger to individuals who have used substances, act upon the immediate risk of danger and support the individual once the immediate risk of danger has passed.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Substances: illegal drugs; prescription drugs; over the counter drugs; alcohol; solvents; other.
Risk of danger: of overdose; of individuals causing injury or harm to themselves; of causing injury or harm to people around the individual;
of causing injury or harm to people working with the individual.
Support and assistance from**:** people around the individual; colleagues within your service/agency; emergency services.
Needs: personal (e.g. washing, eating and drinking, dressing); mobility (e.g. transportation); further immediate treatment and care.
Consequences: to themselves; to their family and significant others; to people working with the individual.
Required format: verbal; written.

This is Drugs and Alcohol National Occupational Standard (DANOS) AB5.

HSC342a   Assess the immediate risk of danger to the individual

Performance Criteria

You need to show that:
1. you ascertain any signs of immediate **risk of danger**
2. you request further support and assistance, as required, without delay
3. you ascertain your own and any person near the individual's personal safety
4. you make the individual aware that you are available and willing to help
5. you obtain personal details from the individual or any person near the individual who has used the **substance**
6. you obtain information on the substance used from the individual or any person near the individual who has used the substance
7. you encourage the individual to describe any pain or discomfort they may be experiencing
8. you accurately record all information about the episode and report to appropriate person in the **required format**

HSC342b   Act upon the immediate risk of danger to the individual

Performance Criteria

You need to show that:
1. you act upon the immediate risks to danger consistent with agency policies and procedures and your own role
2. you request further support and assistance, if required, without delay
3. you ensure your own personal safety and of any other person near the individual
4. you take actions which are appropriate to the substance used and the effect it has had on the individual
5. you take steps to calm the individual, if the individual is in an agitated state, if safe to do so
6. you take immediate steps to revive the individual, if the individual seems to be in a withdrawn state
7. you administer first aid, if safe to do so
8. you interact with the individual in a manner which recognises their needs and rights
9. you make the individual as comfortable as possible and only move the individual if necessary for their safety
10. you make the environment as safe as possible and remove all dangerous substances and materials
11. you accurately record all information and report to the appropriate person in the required format

HSC342c   Support the individual after the immediate risk of danger has passed

Performance Criteria

You need to show that:
1. you make the individual aware that you are available and willing to help
2. you interact with the individual in a manner which recognises their needs and rights
3. you support the individual to enable them to meet their **needs**
4. you encourage the individual to recognise the **consequences** of the episode
5. you encourage the individual to seek further support and assistance
6. you accurately record all information and report to the appropriate person in the required format

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- the rights of individuals with whom you come into contact

Legislation and organisational policy and procedures

- legal and organisational requirements and policies requirements relevant to the functions being carried out
- Legislation
- legal requirements relevant to the functions being carried out
- Local knowledge
- the partner agencies in the local area
- Organisational context
- the organisation's policies and procedures in dealing with risk of danger to individuals

Theory and practice

- Communication and interpersonal skills
- how to communicate effectively in a range of different settings
- how to calm individuals who have used substances
- how to calm other people in the immediate vicinity
- First aid
- when and how to move an individual to make them comfortable
- when and how to administer first aid to individuals
- when to call the emergency services
- Information handling
- the importance of gathering full and accurate information and how to do so
- Reporting
- how to report accurately
- the importance of stating any gaps in information or assumptions made
- Substance misuse
- how to recognise and deal with immediate risk of danger to individuals who have used substances
- the range of different substances and their effects
- the appropriate actions / options available when the immediate risk of danger has passed.

HSC343   **Support individuals to live at home**

Elements of Competence

HSC343a   Support individuals to identify their personal, physical and safety needs to enable them to live at home

HSC343b   Work with individuals to identify and access additional support and resources

HSC343c   Support individuals to review their needs and identify changes necessary to enable them to live at home

About this unit[1]

For this unit you need to support individuals' to live at home.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Preferred form of communication and language includes: 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.

Resources could be: financial; physical resources to make changes to the environment; materials and equipment; human.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Services and facilities could include: services provided to individuals homes, e.g. meals on wheels, services to meet individuals' personal care needs; therapeutic services; services provided to enable individuals to meet their social care needs, e.g. transport; amenities outside individuals places of residence, e.g. day care provision; support groups.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Resources, services and facilities	Support and resources for individuals that are provided to them at their place of residence or from groups and amenities in the community
Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC343a	Support individuals to identify their personal, physical and safety needs to enable them to live at home

Performance Criteria

You need to show that:

1. you support **individuals** to identify the strengths and skills they have, which can enable them to live at home
2. you work with individuals and **key people** to identify the support available within their own networks and any gaps that need to be addressed
3. you provide **active support** to individuals and key people to enable them to identify any **risks** that need to be managed to enable individuals to live at home
4. you access and review with individuals and key people information about the range of **resources, services and facilities** available to enable individuals to live at home
5. you agree the individuals' preferred options and contribute to identifying the resources required to support the individual to live at home
6. you provide active support to enable individuals and key people to fill in forms and paperwork to access the resources, facilities and services they require

7.　　you contribute to agreeing methods and timescales for reviews with individuals, key people and **others**

HSC343b　　Work with individuals to identify and access additional support and resources

Performance Criteria

You need to show that:

1.　　you work with individuals to identify and agree their personal, physical, financial, social, environmental and health and safety needs and any risks that have to be managed
2.　　you access information and support that will help individuals:
   - meet their agreed needs
   - manage any risks involved
3.　　you pass on information to individuals and key people using their preferred form of communication and language, and supporting them to understand anything that is not clear
4.　　you identify, with support, the resources available to assist individuals and key people to develop skills to help individuals manage:
   - their domestic, personal, social and financial affairs
   - any risks
5.　　where necessary you help individuals and key people to fill in any relevant paperwork to access resources and support
6.　　you work with individuals and others to deal with changes in the individual's health, their financial, social and their legal position
7.　　you agree the methods and timescales for review and evaluation with individuals, key people and others

HSC343c　　Support individuals to review their needs and identify changes necessary to enable them to live at home

Performance Criteria

You need to show that:

1.　　you access information and advice that might be useful when reviewing any changes required to enable individuals to remain at home
2.　　you support individuals and key people to identify what support could improve their well-being and enable them to continue to live at home
3.　　you support individuals and key people to identify who will take responsibility for accessing the available support
4.　　you seek permission, and where this is obtained from individuals and key people, you:
   - provide relevant information about individuals to secure resources and access to services, facilities and support groups
   - introduce individuals to new resources, services, facilities and support groups
5.　　you work with individuals and key people to:
   - assess options and make decisions about changes so that individuals can continue to live at home
   - evaluate the strengths and limitations of the changes and any risks that have to be managed
6.　　you work with others to agree any changes to resources, support, services and facilities
7.　　you record and report on processes and outcomes, within confidentiality agreements and according legal and organisation requirements

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to live at home
- 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 their lives, actions and risks about living at home
- the rights of carers to be supported in the caring role
- dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in supporting individuals to live at home
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to access resources and use the services and facilities they prefer
- how to deal with and challenge discrimination for individuals accessing resources and using services and facilities

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when enabling individuals to access, use and evaluate services and facilities
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - healthy living and diet
  - the storage and handling of food
  - the management of risk from infection
  - enabling individuals to live at home
  - working with others to provide integrated services
- practice and service standards relevant to your work setting and for supporting individuals to live at home
- how to access records and information on the needs, views and preferences of individuals and key people about enabling individuals to live at home and manage any identified risks

Theory and practice

- how and where to access information and support that can inform your practice when supporting individuals to live at home
- how you can access, review and evaluate information about resources, services and facilities relevant to the needs and preferences of the individuals
- government reports, inquiries and research relevant to supporting individuals to live at home
- theories relevant to the individuals with whom you work, about:
  - aspects of human growth and development and how these can affect and be affected by individuals being able to live at home
  - how living at home can affect individuals' sense of identity, their self-esteem and their self-image
  - how power and influence can be used and abused when supporting individuals live at home and accessing resources, services and facilities
  - role of relationships and support networks in promoting the well-being of the individuals and enabling them to live at home
  - factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people
  - conditions and issues you are likely to face in your work with individuals and key people
  - methods of supporting individuals to express their needs and preferences about living at home ant the support they need
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individual's needs, wishes and preferences to be met
- who to access to provide individuals and key people with information about benefits and allowances
- how to observe changes in the individuals' conditions and circumstances that might indicate a need to change, increase or reduce support
- where to access advice on financial planning
- methods of implementing plans to manage risk

HSC344   **Support individuals to retain, regain and develop the skills to manage their lives and environment**

Elements of Competence

HSC344a   Support individuals to identify the skills they need to manage their lives and environment

HSC344b   Support individuals to retain or regain and develop the identified skills

HSC344c   Support individuals to evaluate the use of the skills in managing their lives and environment

About this unit[1]
For this unit you need to support individuals to retain, regain and develop skills to manage their lives and environment.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.
Skills they require could be related to: preparing food; eating and drinking; dressing; bathing and washing; mobility (including getting into and out of bed); navigating the environment; cleaning the environment.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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

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[1]   The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2]   If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3]   The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Assessment	Measuring the individual's ability to perform activities in daily living
Goals	Targets agreed by the individual, carers and care team
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Methods	The means of achieving the goals
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC344a   Support individuals to identify the skills they need to manage their lives and environment

Performance Criteria

You need to show that:

1.   you work with **individuals and others** to identify possible options and any **risks** that have to be managed

2.   you encourage and support individuals to communicate their needs, preferences and beliefs about the skills they require to manage their lives and environment

3.   you support the individuals and **key people** to identify the individuals' current skills and abilities and how these can be built upon to enable them to manage their lives and environment more effectively

4.   you support individuals to identify and communicate their needs and priorities in terms of the skills they need to manage their lives in the short and medium term

5.   you identify skills that need to be developed for which they would need additional and/or specialist support

6.   where special procedures and equipment are required for **assessment**, you communicate to individuals what this involves

7.   you agree with individuals, key people and others the skills individuals need to enable them to manage their lives and environment

HSC344b   Support individuals to retain or regain and develop the identified skills

Performance Criteria

You need to show that:

1.   you provide **active support** which enables individuals to take as much responsibility as possible for developing new skills, regaining or retaining former skills, and using to the full, current skills and abilities

2.   you agree **goals** with individuals that will enable them to work at their own pace to acquire, regain or retain skills essential to their daily living

3.   you identify appropriate **methods** that will enable individuals to build on their strengths when developing, regaining or retaining skills that are important to their daily living

4.   you support individuals and key people to select methods which are most likely to enable them to make progress

5.   you check the safety and efficiency of any equipment and materials, before, whilst they are in use and after use

6.   you support individuals to carry out activities in ways that promote the safety, involvement and confidence of individuals, adhering to any cultural and spiritual beliefs and preferences

7.   you recognise success and give constructive feedback to individuals

8.   you modify approaches if individuals become distressed, are in pain or communicate their wish to stop or amend the activity

9.   you seek advice and support from others where:
     - any safety issues have arisen
     - conflict have occurred between you and individuals or key people
     - the individual does not want to continue
     - the individual is distress or in pain

HSC344c   Support individuals to evaluate the use of the skills in managing their lives and environment

Performance Criteria

You need to show that:

1.   you work with individuals, key people and others to agree the criteria for evaluating the effectiveness of the activity and methods used

2.   you work with individuals, key people and others to assess their progress and highlight where extra support is needed

3.   you work with individuals and others to review the individual's future needs

4.   you work with individuals and others to identify new skills which individuals need to acquire to meet changing needs and circumstances

5.   you agree with the individuals, key people and others how new skills needs will be identified in the future

6.   you work with others to ensure a co-ordinated approach is used to identify and meet the individuals' short, medium and long term needs

7.   you record and report on actions, processes and outcomes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to retain, regain and develop the skills to manage their lives and environment
- 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 their lives, actions and risks when supporting them to retain, regain and develop the skills to manage their lives and environment
- the rights of carers to be supported in the caring role
- dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in supporting individuals to retain or regain and develop the skills to manage their lives and environment
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to retain or regain and develop the skills to manage their lives and environment
- how to deal with and challenge discrimination when supporting individuals to retain or regain and develop the skills to manage their lives and environment

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to retain, regain and develop the skills to manage their lives and environment
- current local, UK legislation and organisational requirements, procedures and practices for:
    - data protection, including recording, reporting, storage, security and sharing of information
    - health and safety
    - risk assessment and management
    - protecting individuals from danger, harm and abuse
    - supporting the personal care of individuals
    - the storage, handling and preparation of food
    - the management of risk from infection
    - supporting individuals to retain or regain and develop the skills to manage their lives and environment
    - working with others to provide integrated services
- how to access records and information on the needs, views and preferences of individuals about their skills, abilities and capabilities to manage their lives and environment

Theory and practice

- how and where to access information and support that can inform your practice when supporting individuals to retain or regain and develop the skills to manage their lives and environment
- how you can access, review and evaluate information about the training you need to use aids and equipment and to train others in their use
- government reports, inquiries and research relevant to supporting individuals to retain or regain and develop the skills to manage their lives and environment
- theories relevant to the individuals with whom you work, about:
    - aspects of human growth and development and how these can affect and be affected by individuals' skills and abilities to manage their lives and environment
    - retaining or regaining and developing skills to manage their lives and environment can affect individuals' sense of identity, their self-esteem and their self-image
    - how power and influence can be used and abused when supporting individuals to retain or regain and develop the skills to manage their lives and environment
    - the role of relationships and support networks in promoting the well-being of the individuals with whom you work
    - factors that affect the health, well-being, behaviour, skills, abilities and development of individuals with whom you are working
- conditions and issues you are likely to face in your work with individuals and key people and how to work with, and resolve conflicts that you are likely to meet
- how to support, encourage and motivate individuals who are stressed and distressed
- how to work in partnership with individuals, key people and those within and outside your organisation to support individuals to retain or regain and develop the skills to manage their lives and environment
- the impact of illness and impairment on the daily living and working lives of individuals, their families and others
- how to assess, manage and meet the individual's needs and preferences for managing their lives and environment
- how to assess needs and access training, aids, equipment and the resources to carry out the agreed outcomes

HSC345   **Support individuals to manage their financial affairs**

Elements of Competence

HSC345a   Work with individuals to access information and advice about their financial affairs

HSC345b   Support individuals to manage and monitor their financial affairs

About this unit[1]
For this unit you will need to support individuals to manage their financial affairs.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring heal people" covers parents,

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	People who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be supported and cared for in a way they choose • access information about themselves • communicate using their preferred methods of communication and language

HSC345a   Work with individuals to access information and advice about their financial affairs

Performance Criteria

You need to show that:
1.   you work with the individual and/or their carers to check the benefits and allowances they may be entitled to and where necessary access the expertise to do this
2.   you access, understand and have available information on the benefits, allowances and entitlements to financial support and managing debts
3.   you work with **individuals** and **key people** to identify the information and advice that will help them manage:
     - their financial affairs
     - receive the benefits and allowances to which they are entitled
     - any debts
4.   you support individuals to communicate the information and support sources that would help them manage their financial affairs
5.   you provide **active support** to enable individuals to highlight the skills and abilities they and key people have, that will allow them access and use information and support to manage their financial affairs
6.   you provide, and support the individuals to access information and support that is relevant to their needs and abilities in managing their financial affairs
7.   you identify areas where you are unable to support the individual, seeking and accessing specialist help on particular financial matters
8.   you provide feedback to the appropriate people and organisations when the information and support does not meet the needs of any specific groups or individuals

HSC345b   Support individuals to manage and monitor their financial affairs

Performance Criteria

You need to show that:
1.   you support individuals to complete the relevant documents for accessing benefits, entitlements and specialist expertise
2.   you work with the individuals and **others** to identify the options they have to manage and monitor their financial affairs
3.   you support individuals to select and use the methods and services they have selected
4.   you support individuals to decide how they will review the effectiveness of the methods and services they have used to manage and monitor their financial affairs
5.   you work with individuals and others to complete and maintain any records required to manage and monitor their financial affairs
6.   you support individuals to make any changes to the methods and services they have used to manage and monitor their financial affairs
7.   you work with individuals and others to review what is working and what needs to change to manage and monitor the individual's financial affairs more effectively
8.   you work with individuals and others to implement the changes

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information on supporting individuals to manage their financial affairs
- 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 managing their financial affairs
- dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in supporting individuals to manage their financial affairs
- how to deal with and challenge discrimination when supporting individuals to manage their financial affairs

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to manage direct payments
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - protecting individuals from danger, harm and abuse
  - supporting individuals to manage their financial affairs and the boundaries related to doing this
  - benefits and allowances
  - direct payments
  - providing financial advice of any type and managing finances on behalf of others
  - The rights of individuals who are eligible for direct payments and the processes involved
- practice and service standards relevant to your work setting and for supporting individuals to manage their finances
- how to access records and information on the needs, views and preferences of individuals and key people about their finances

Theory and practice

- how and where to access information and support that can inform your practice when supporting individuals to manage their finances, benefits and allowances
- how you can access, review and evaluate information about finances, benefits and allowances
- government reports, inquiries and research reports relevant to individuals managing their finances
- theories relevant to the individuals with whom you work, about:
  - aspects of human growth and development and how these can affect and be

affected, the individual being able to manage their finances
  - o the impact being able to manage their own financial affairs may have on the identity, self-esteem and self-image of individuals
- how power and influence can be used and abused when supporting individuals to manage finances
- methods of supporting individuals to express their needs and preferences about their finances and any problems they are having in managing them
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individual's needs, wishes and preferences to be met
- how to work with, and resolve conflicts that you are likely to meet when supporting individuals to manage their financial affairs
- how to work with individuals and key people to support them to manage their financial affairs whilst promoting their rights to take as much control over their financial management as possible
- how to provide the individual with accessible information about finances, benefits and allowances
- how to support the individual to complete benefit/claim forms
- sources of advice and support on financial assistance and management
- methods of:
  - o keeping records and details of payments and receipts
  - o budgeting that are acceptable and appropriate for the individuals
  - o managing debts and making payments
  - o storing money safely that are acceptable to the individuals

HSC346   **Support individuals to manage direct payments**

Elements of Competence

HSC346a   Work with individuals to access information and advice about direct payments
HSC346b   Help individuals to manage and monitor their use of direct payments

About this unit[1]
For this unit you need to support individuals to manage direct payments.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals[2], key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC346a	Work with individuals to access information and advice about direct payments

Performance Criteria

You need to show that:

1. you access, understand and have available information, about direct payments
2. you work with **individuals** and **key people** to identify the information and advice that they will need to make a decision about using direct payments
3. you work with individuals, key people and **others** to identify and communicate the implications of the information and sources of support for the individual
4. you provide, and support the individuals to access any additional information and support about direct payments that is relevant to their needs and abilities
5. you work with individuals to identify the strengths they and their network have to enable them to access and use direct payments
6. you seek and access specialist help on direct payments and the implications of using them, in areas where you are unable to help individuals
7. you work with individuals, key people and others to decide whether or not to use direct payments
8. you provide feedback to the appropriate people and organisations when there are improvements that could be made in the available information and support

HSC346b   Help individuals to manage and monitor their use of direct payments

Performance Criteria

You need to show that:

1.   you provide **active support** to enable individuals to complete the relevant documents for accessing and using direct payments

2.   you involve others with expertise in accessing, using and monitoring direct payments in areas that are outside your competence to deal with

3.   you work with others to support individuals to identify and communicate how they would prefer to use the direct payments to meet their care and support needs

4.   you work with others to support individuals to select the range of services that meet their needs and provides the best value

5.   you support individuals to:
      - use the range of services they have selected to meet their care and support needs
      - decide how they will monitor and assess the value of the range of services they are using
      - to make any changes to the range of services they are using when these are not meeting their needs

6.   you work with individuals and key people to complete and maintain any records required to manage the direct payments

7.   you support individuals to check any documents that have been submitted by those providing services to ensure that they are correct and to submit any documents and claims required to show that they are managing the direct payments correctly

8.   you help to identify and resolve difficulties and conflicts where the individuals are having problems managing the direct payments and/or in the services they are receiving

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

 Values
 - legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information on supporting individuals to manage direct payments
 - 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 managing direct payments
 - individuals' rights to access direct payments and how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to manage direct payments
 - dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in enabling individuals to manage direct payments
 - how to deal with and challenge discrimination for individuals managing direct payments

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to manage direct payments
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - providing access to direct payments and supporting individuals to manage direct payments
  - practice and service standards relevant to your work setting and for supporting individuals to access and manage direct payments

Theory and practice

- how and where to access information and support that can inform your practice about supporting individuals to access and manage direct payments
- how you can access, review and evaluate information about resources, services and facilities relevant to the needs and preferences of the individuals with whom you work and how these can be accessed through direct payments
- government reports, inquiries and research relevant to individuals accessing and managing direct payments
- theories relevant to the individuals with whom you work, about:
  - aspects of human growth and development and how these can affect and be affected by the individual being able to access and manage direct payments
  - identity and self-esteem and how this can be affected by being able to manage direct payments
  - how direct payments may impact on the power and authority that you and your organisation have over individuals using services and how power and influence can be used and abused when individuals are managing direct payments
- methods of supporting individuals to:
  - express their needs and preferences about direct payments
  - understand and take responsibility for promoting their own health and care
  - how the direct payments should be managed to enable the individuals care needs and preference to be met
  - assess and manage risks to their health and well-being when selecting how to use direct payments
  - how direct payments can increase the life options for individuals
  - how direct payments can flexibly meet the needs of individuals for support
  - what promotes and what limits the use of direct payments
  - how to resolve issues related to direct payments and the support available to help
  - how the use of direct payments impacts on your role and that of your organisation
  - the impact of direct payments on the role of key people and others in individuals' lives
  - good practice and what works when using direct payments
  - the potential organisational blocks to using direct payments and how to tackle them
- how to:
  - remove blocks to the individuals using direct payments
  - work with organisations controlled by people using direct payments or providing support for individuals
  - evaluate the use of direct payments with individuals

HSC347   **Help individuals to access employment**

Elements of Competence

HSC347a   Work with individuals to identify their needs and preferences about employment
HSC347b   Help individuals to identify and seek employment opportunities
HSC347c   Support individuals to prepare for employment interviews and work

About this unit[1]
For this unit you need to support individuals to identify and seek employment that is realistic to their needs.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Circumstances could include: young people leaving foster and residential care; individuals with sudden and acute illness or disability which could require retraining or a career change; individuals whose condition is likely to deteriorate in the short, medium or long term.
Communicate 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.
Documents and records could be about: the individuals' needs and circumstances that could affect their job opportunities in the short, medium and long term; the type of jobs available to individuals and how to apply for relevant jobs; examples of people who with similar needs and circumstances who have succeeded in taking up and maintaining positions; how to access the support needed to enable individuals to seek, gain and continue in employment.
Information could be: verbal; written; electronic.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.
Needs could include: physical; emotional; mental; short term; medium term; long term.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC347a　　　Work with individuals to identify their needs and preferences about employment

Performance Criteria

You need to show that:

1.　you examine relevant documents, records and information that can help you support and advise **individuals** about the way their short, medium and long term goals, needs and circumstances could affect their employment opportunities

2.　you provide **active support** to enable individuals to identify the job opportunities open to them, taking account of:
    - their aspirations, talents, support needs, abilities, experience, knowledge and qualifications
    - any training that would be required

3.　you support individuals to explore and communicate the range of employment options that:
    - they are interested in
    - are appropriate to their aspirations, talents, support needs, abilities, experience, knowledge and qualifications
    - will provide career pathways for them

4.　you support individuals to choose appropriate options to meet their aspirations, talents, support needs, abilities, experience, knowledge and qualifications

5.　you support individuals to examine the changes working would make to all aspects of their lives when selecting an appropriate option

6.　where individuals need any additional support in making their selection you seek and acquire relevant support

HSC347b　　　Help individuals to identify and seek employment opportunities

Performance Criteria

You need to show that:

1.　you support individuals to identify the places where information about the employment they are interested in can be found

2.　you support individuals to visit places where appropriate vacancies for employment of the type they want will be available

3.　you support individuals, and where appropriate, acquire additional support to enable individuals to communicate their needs to the people involved in advertising job vacancies

4.　you work with individuals to seek and acquire information and advice about job opportunities they are interested in

5.　you support individuals to understand the information about and the requirements for the jobs they are interested in

HSC347c　　　Support individuals to prepare for employment interviews and work

Performance Criteria

You need to show that:

1.　you support individuals to:
    - identify experiences, interests and qualifications to include in curriculum vitae and applications for employment
    - acquire and complete applications and other requirements for employment

2.　you support individuals who have any specific needs to access, understand and complete applications for employment in media that is appropriate to their needs

3. you work with individuals to prepare them for interviews, rehearsing interviews, where appropriate

4. you support individuals to attend interviews and ensure that reasonable adjustments have been made to meet any particular requirements they may have

5. you help individuals prepare for work, examining any particular requirements they may have when getting to, during and getting home from work

6. you support individuals who may be able to access additional resources and support when working to do so

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to access employment and working with prospective employers
- 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 their lives, actions and risks when accessing employment
- the rights and responsibilities of the individuals seeking, applying for and gaining employment
- dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of **key people** and your role and responsibilities in enabling individuals to access employment
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individual's to access employment
- how to challenge, and to support individuals to challenge, any discriminatory practice observed whilst involved with individuals:
  - o seeking employment
  - o during any interview and selection process
  - o when individuals are at work

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to access employment
- current local, UK legislation and organisational requirements, procedures and practices for:
  - o data protection, including recording, reporting, storage, security and sharing of information
  - o health and safety
  - o risk assessment and management
  - o protecting individuals from danger, harm and abuse
  - o enabling individuals to seek, apply for and gain employment
  - o employment law generally and specifically related to the needs and circumstances of the individuals with whom you are working
- key government initiatives which promote individuals' life chances and employment opportunities

Theory and practice

- how and where to access information and support that can inform your practice when supporting individuals to seek, apply for and gain employment
- how you can access, review and evaluate information about employment and employment opportunities relevant to the needs and preferences of the individuals with whom you work
- government reports, inquiries and research relevant to individuals seeking, applying for and gaining employment
- theories relevant to the individuals with whom you work, about:
  - aspects of human growth and development and how these can affect, and be affected, when individuals access employment
  - employment and its benefits to the self-esteem, self-image and identity of individuals
  - how power and influence can be used and abused when individuals are seeking, applying for and gaining employment
  - social, emotional, intellectual and language development that might enhance and inhibit an individual when seeking, applying for, gaining and retaining employment
  - the effects of stress and distress caused by seeking, applying for, gaining and retaining employment
- issues you are likely to face when:
  - individuals have to change, or have had to change, their job because of their needs and circumstances
  - supporting individuals to apply for, gain and retain employment
  - individuals fail to gain employment
  - individuals are unable to cope with the job
  - how to work in partnership with individuals, key people and those within and outside your organisation to support individuals to seek, apply for and gain employment
  - paper work that has to be completed when individuals seek, apply for, gain and retain employment
- what is meant by employers making 'reasonable adjustments' and how these would apply for the individuals with whom you work
- the differing reasons why employers may be apprehensive or anxious when employing people with specific needs and the type support available to employers
- the importance of ensuring the individual understands the needs of employment and any support they are receiving, including who to contact if the support is not effective

HSC348   **Help individuals to access learning, training and development opportunities**

Elements of Competence

HSC348a   Work with individuals to identify their needs and preferences about opportunities for them to learn and develop

HSC348b   Support individuals to prepare for and undertake learning, training and development opportunities

HSC348c   Support individuals to prepare for employment interviews and work

About this unit[1]

For this unit you need to support individuals to prepare for and undertake learning, training and development opportunities.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Circumstances could include: young people leaving foster and residential care; individuals with sudden and acute illness or disability which could require retraining or a career change; individuals whose condition is likely to deteriorate in the short, medium or long term.

Communicate 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.

Documents and records could be about: the individuals' needs and circumstances that could affect their ability to succeed in any training, learning and development opportunities provided; the type of learning and development opportunities and courses that are available for individuals and to apply for these; examples of people with similar needs and circumstances who have succeeded through taking up training, learning and development opportunities; how to access the support needed to enable individuals to take up training, learning and development opportunities.

Information could be: verbal; written; electronic.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Learning, training and development opportunities could include any type of: training; educational programmes; personal development programmes.

Needs could include: physical; emotional; mental; short term; medium term; long term.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

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[1]   The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2]   If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35.

To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Learning, training and development opportunities	Programmes to enable individuals to learn, develop and maximise their own potential and independence
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be supported and cared for in a way they choose • access information about themselves • communicate using their preferred methods of communication and language

HSC348a   Work with individuals to identify their needs and preferences about opportunities for them to learn and develop

Performance Criteria

You need to show that:

1. you examine relevant documents, records and information that can help you support and advise **individuals** about how their:
   - short, medium and long term goals
   - needs and circumstances
   - could affect their ability to apply for, and complete, **learning, training and development opportunities**

2. you support individuals to identify and communicate the learning, training and development opportunities open to them, taking account of their:
   - aspirations, talents, support needs, abilities, experience, knowledge and qualifications
   - any previous experience or qualifications that would be required

3. you provide **active support** to enable individuals to explore the range of learning, training and development opportunities that:
   - they are interested in
   - are appropriate to their aspirations, talents, support needs, abilities, experience, knowledge and qualifications
   - will provide career pathways for them

4. you support individuals to choose appropriate options to meet their aspirations, talents, support needs, abilities, experience, knowledge and qualifications

5. you support individuals to examine the changes taking up learning, training and development opportunities would make to all aspects of their lives when selecting an appropriate option

6. where individuals need any additional support in making their selection you seek and acquire relevant support

HSC348b   Support individuals to prepare for and undertake learning, training and development opportunities

Performance Criteria

You need to show that:

1. you support individuals to identify the places where information about the learning, training and development opportunities they are interested in can be found

2. you support individuals to visit places where learning, training and development opportunities of the type they want are available

3. you support individuals, and where appropriate, acquire additional support to enable individuals to communicate their needs to the people involved in providing learning, training and development opportunities

4. you work with individuals to seek and acquire information and advice about learning, training and development opportunities they are interested in

5. you support individuals to understand the information about and the requirements for the learning, training and development opportunities they are interested in

HSC348c   Support individuals to prepare for employment interviews and work

Performance Criteria

You need to show that:

1.   you support individuals to:
    - identify experiences, interests and qualifications to include in applications for learning, training and development opportunities
    - acquire and complete applications and other requirements for employment
2.   you support individuals who have any specific needs to access, understand and complete applications for learning, training and development opportunities in media that is appropriate to their needs
3.   you work with individuals to prepare them for interviews, rehearsing interviews, where appropriate
4.   you support individuals to attend interviews and ensure that reasonable adjustments have been made to meet any special needs they may have
5.   you help individuals prepare for learning, training and development opportunities, examining any particular requirements they may have when getting to, during and getting home from the place where the learning and training is being held
6.   you support individuals who may be able to access additional resources and support when undertaking learning, training and development opportunities, to do so

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to access training, learning and development opportunities and working with providers of such opportunities
- 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 their lives, actions and risks when accessing training, learning and development opportunities
- the rights and responsibilities of the individuals seeking, applying for and gaining access to learning, training and development opportunities
- dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of **key people** and your role and responsibilities in enabling individuals to access training, learning and development opportunities
- how to challenge, and to support individuals to challenge, any discriminatory practice observed whilst involved with individuals:
    - o   seeking learning, training and development opportunities
    - o   during interviews and selection processes
    - o   when individuals are undertaking learning, training and development opportunities

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to access learning, training and development opportunities
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - providing inclusive learning, training and development opportunities that are relevant to the age, needs and circumstances of the individuals with whom you are working enabling individuals to seek, apply for and access training, learning and development opportunities
- the legislative framework relating to education and training generally and specifically related to the needs and circumstances of the individuals with whom you are working
- key government initiatives which promote individuals' training, educational learning and development opportunities

Theory and practice

- how and where to access information and support that can inform your practice when supporting individuals to seek, apply for and gain access to training, learning and development opportunities
- how you can access, review and evaluate information about training, learning and development opportunities relevant to the needs and preferences of the individuals with whom you work
- government reports, inquiries and research relevant to individuals to seeking, applying for and accessing training, learning and development opportunities
- theories relevant to the individuals with whom you work, about:
  - aspects of human growth and development and how these can affect, and be affected, when individuals access training, learning and development
  - how learning, training and development opportunities motivate individuals and promote their self confidence, self esteem, sense of identity and independence
  - how power and influence can be used and abused when individuals are seeking, applying for and gaining employment
  - social, emotional, intellectual and language development that might enhance and inhibit an individual when seeking, applying for, gaining and successfully completing training, learning and development opportunities
- the effects of stress and distress caused by seeking, applying for, gaining and completing training, learning and development opportunities
- the paperwork that has to be completed when involved with individuals seeking, applying for and accessing learning, training and development opportunities
- issues you are likely to face when:
  - supporting individuals to apply for and access learning, training and development opportunities
  - individuals fail to gain learning, training and development opportunities
  - individuals are unable to cope with the learning, training and development opportunities
  - individuals have to leave learning, training and development opportunities because of their needs and circumstances
- the importance of ensuring individuals understand the requirements of learning, training and development opportunities and the support they will receive to enable them to undertake the opportunities, including who to contact if the support is not effective

HSC349 **Enable individuals to access housing and accommodation**

Elements of Competence

HSC349a Support individuals to identify and access housing and accommodation services

HSC349b Support housing and accommodation services to meet the needs of individuals

About this unit
For this unit you need to work with individuals to assist them to find and maintain appropriate housing and accommodation and any related services.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Factors: social background of the individual (including family history, and history of being in care, culture, gender, disability etc.); abuse and neglect of the individual; emotional and psychological factors; stage of development of the individual; level of understanding; lack of suitable housing and accommodation in the past; use of drugs and alcohol; abusive, aggressive or offending behaviour.
Housing and accommodation services: supported lodgings; residential support; hostels; foyers; supported flats/housing; floating support; housing associations; estate agencies.
Housing and accommodation situation: homeless; leaving care; wanting/needing to live independently due to family situation.
Issues: insufficient level of support to meet the needs of the individual; inappropriate behaviour by the individual for the setting; risks from others in the accommodation to the individual; risks from the individual to others in the accommodation.
Key people: family; friends; carers; others with whom the individual has a supportive relationship.
Needs for housing and accommodation: emotional and psychological support; skill development, e.g. independent living skills; access to services, shops etc; safety and security.
Obstacles: their own feelings about different forms of housing and accommodation; their knowledge and skills to live independently; the resources at their disposal; the risks they pose to others in the housing and accommodation; the risks that others in the housing and accommodation may pose to them.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35.

To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Derived from Mental Health standard MH 33

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Appropriate contact	Appropriate contact will be at a level that enables any issues to be identified and until they gain confidence in, and knowledge of, working with the individual
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- have a choice in their housing and accommodation
- access information about themselves
- communicate using their preferred methods of communication and language

HSC349a	Support individuals to identify and access housing and accommodation services

Performance Criteria
You need to show that:

1. you gather relevant information about:
2. the individual's current housing and accommodation situation
    - any mental, physical or sensory impairment that could affect the housing and accommodation required
    - the **individual's** ongoing needs for housing and accommodation
    - the individual's needs for other services and support
3. you work with individuals to identify and understand the range of services that could meet their needs
4. you support individuals to:

- understand the range of different support that housing and accommodation services offer
- assess their own needs for housing and accommodation
- understand any requirements housing and accommodation services have

5. you support individuals to examine the advantages and disadvantages of the housing and accommodation services that:
   - they are interested in
   - they can access
   - meet their needs

6. you encourage individuals to explore:
   - obstacles to them accessing and using housing and accommodation services
   - how the obstacles can be constructively addressed

7. you encourage individuals to draw up a realistic and achievable plan for accessing and using housing and accommodation services which identifies:
   - realistic and achievable goals
   - the actions that they will take
   - the support they will need
   - people from whom they will seek support
   - timescales
   - how and when they will review their progress towards their goals

HSC349b Support housing and accommodation services to meet the needs of individuals

Performance Criteria

You need to show that:

1. you approach agreed housing and accommodation services to discuss:
   - the individual's housing and accommodation needs and related issues
   - the services they may be able to offer individuals
   - any special issues or requirements of the individual that would need to be taken account of by the housing and accommodation services

2. you support housing and accommodation staff to meet with individuals and understand factors in the individual's background which affect their behaviour and well-being

3. you challenge housing and accommodation workers and services when they discriminate against individuals

4. you support individuals to prepare to attend meetings with housing and accommodation services

5. you provide, and support individuals to provide, accurate and complete answers about how housing and accommodation services can best work with and meet the individuals' needs and preferences

6. you provide housing and accommodation staff and services with accurate and complete information on:
   - how and when they should contact you
   - your role and responsibilities and the assistance you can offer to the housing and accommodation services when working with the individual
   - how the housing and accommodation and associated support that they are providing contributes to the overall health and well-being of individuals and any other interventions they are receiving

7. what to do if they have concerns

8. you maintain **appropriate contact** with housing and accommodation staff

9. you monitor the effectiveness and consistency of housing and accommodation services in meeting individuals' needs

10. you take the appropriate action when issues are raised about the housing and accommodation services provided

11. you work in partnership with housing and accommodation staff and services to provide feedback on the progress of individuals, the effectiveness of their work with individuals and their feelings about their contribution

12. you record and report on processes and outcomes from the housing and accommodation services provided, according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to access housing and accommodation
- 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 their lives, actions and risks when accessing employment
- the rights and responsibilities which individuals have in relation to where they may be housed and accommodated
- dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of **key people** and your role and responsibilities when supporting individuals to access housing and accommodation
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individual's to access housing and accommodation
- how to challenge, and to support individuals to challenge, any discriminatory practice observed whilst involved with individuals:
  - seeking housing and accommodation
  - during any interview and selection process
  - when individuals have been housed

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to access housing and accommodation
- current local, UK and European legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - enabling individuals to access housing and accommodation
  - key government initiatives which promote individuals' life chances and opportunities to be housed
- different sources and funding that is available for housing and accommodation for different groups of individuals (e.g. those who have been looked after in local authority

care)

- how to monitor, analyse and assess the implication of, and changes in, legislation and the regulatory environment; how to interpret and apply relevant legislation to the work being undertaken
- how to work in partnership working between different agencies which can support individuals in housing and accommodation
- the nature of the housing sector and the roles and functions of the principle agencies within it
- the duties of local authorities to house and support different groups of individuals

- local housing plans and strategies and how these can be influenced in the interests of individuals
- how to feed information into local planning forums to improve provision for individuals
- the agencies that need to be involved in developing housing and accommodation for individuals: local authority housing departments, housing associations, social services, voluntary organisations, private provision
- the different types of accommodation that are available and the forms of support they offer individuals
- who offers the different types of accommodation locally and more widely
- the role of your organisation and its services and how they relate to other agencies and services in the housing sector

Theory and practice

- how and where to access information and support that can inform your practice when supporting individuals to access housing and accommodation
- how you can access, review and evaluate information about housing and accommodation relevant to the needs and preferences of the individuals with whom you work
- government reports, inquiries and research relevant to individuals to seeking, applying for and accessing housing and accommodation
- theories relevant to the individuals with whom you work, about:
  - o aspects of human growth and development and how these can affect, and be affected, when individuals access housing and accommodation
  - o the benefits and negative effects of housing and accommodation on the self-esteem, self-image and identity of individuals
  - o the relationship between physical, social, psychological and emotional development/behaviour
  - o the impact of the broader social environment on individuals (e.g. area of material deprivation, poor housing, poverty)
  - o the relationship between homelessness and the conditions of the individuals with whom you work
- the practical and emotional skills that individuals need to develop in order for them to be able to live independently
- referral routes into and between different parts of the housing sector
- issues you are likely to face when:
- individuals have to change, or have had to change, their housing and accommodation because of their needs and circumstances
- supporting individuals to access housing and accommodation
- individuals fail to access housing and accommodation
- individuals are unable to cope with the housing and accommodation they have accessed
- the factors that need to be taken into account when arranging housing and accommodation for individuals including risks to the individual and risks to key people and others from the individuals
- the benefits which are available to assist with housing and accommodation
- how to use evaluations of different housing and accommodation options to identify those which have been successful in meeting specific individuals' needs.

- how to identify when you need further support and expertise and who to go to for assistance and advice
- how to inform and consult with others on problems and proposals and encourage others to offer and challenge ideas

HSC350   **Recognise, respect and support the spiritual well-being of individuals**

Elements of Competence

HSC350a   Identify opportunities to support individuals' spiritual well-being
HSC350b   Provide opportunities that facilitate and support spiritual well-being
HSC350c   Evaluate and report on work that relates to spiritual well-being

About this unit[1]
For this unit you will need to recognise, respect and support people's spiritual well-being.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.
Preferred method of communication and language includes: 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.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom then child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individual's lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Spiritual needs	Encompass hope, a quest for meaning and inner peace, a need to be valued and to receive assistance to cope with anxieties and fears
Spiritual well-being	State of wholeness, when every aspect of life is in balance and the person feels confident, creative, fulfilled and integrated, both inwardly and in relation to other people. It is a process of growth and development that gives to the individual meaning, purpose, direction and value in daily life

HSC350a   Identify opportunities to support individuals' spiritual well-being

Performance Criteria

You need to show that:

1. you recognise and respect the **individual's** right to **spiritual well-being**

2. you support individuals and **key people** to examine aspects of the individuals' lives that affect their spiritual well-being

3. you communicate with individuals about their spiritual experience and well-being, using their preferred method of communication and language and at a level and pace appropriate to their needs and preferences

4. you support individuals to identify their **spiritual needs** and how and by whom these can be addressed

5. you ensure you do not impose your values and beliefs on **others** when communicating about individuals' spiritual well-being

6. you take action to ensure that the individuals' spiritual well-being is taken account of appropriately in their care plan

HSC350b   Provide opportunities that facilitate and support spiritual well-being

Performance Criteria

You need to show that:

1. you identify and access resources and information to support the individuals' spiritual well-being

2. you provide opportunities for individuals to communicate feelings and thoughts related to their spiritual well-being

3. you support individuals to participate in activities and take opportunities to:

4. explore, communicate and express themselves in ways that support their spiritual well-being

5. participate in ceremonies, traditions and practices to support their spiritual well-being without imposing their views and beliefs on other people

6. you work with individuals, key people and colleagues to create an environment that enables individuals' to express aspects of their spiritual well-being

7. you support individuals and colleagues to be involved in the on-going learning of individuals in relation to their spiritual well-being

8. you support individuals to have time, space and privacy for personal reflection

HSC350c   Evaluate and report on work that relates to spiritual well-being

Performance Criteria

You need to show that:

1. you support individuals, key people and colleagues in reviewing work relating to individuals' spiritual well-being

2. you encourage individuals, key people and colleagues to contribute to an evaluation of the environment, activities and opportunities to support the individuals' spiritual well-being

3. you support individuals, key people and colleagues to examine and provide feedback on:

4. aspects of the environment that contribute positively to meeting individuals' spiritual well-being and those that could be improved

5. activities and opportunities that best meet an individuals' spiritual well being and those that are less effective

6. you work with individuals, key people and colleagues to make adjustments to the environment, activities and opportunities to better meet individuals' spiritual needs

7. you identify and access any additional expertise required to meet the individuals' spiritual needs

8. you identify the effects on yourself and your own beliefs and values when meeting the spiritual needs of others

9. you record and report your work in relation to the spiritual well-being of individuals, within the context of the care plan, confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting the spiritual needs of individuals
- 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 their lives, actions, risks and spiritual needs
- values and principles included in legislation, UN Charters, Conventions and Covenants, National Service Standards, organisational policies, procedures, protocols and guidance that relate to:
    - o the different meanings of spiritual well-being
    - o the rights of individuals to live according to their beliefs, provided that these do not entail harm to other people
- why the experience and expression of spiritual well-being is not confined to beliefs, religious or otherwise, and their observance
- how assumptions and oppressions that surround different groups affect spiritual well-being
- ways in which you identify and challenge your own prejudices in relation to the spiritual needs, beliefs and well-being of individuals
- how information about people's spiritual well-being can be misused by individuals and organisations

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others to support the spiritual well-being of individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
    - o data protection, including recording, reporting, storage, security and sharing of information regarding the individuals and their spiritual needs and well-being
    - o protecting individuals from danger, harm and abuse
    - o enabling individuals to access, use and evaluate services and facilities
- how to access records and information on the needs, views and preferences of individuals and key people about the individual's spiritual needs and their spiritual well-being
- policies, procedures, protocols and guidance in your organisation about providing people with opportunities and support in relation to spiritual well-being and practising their beliefs
- resources that can be used to support spiritual well-being
- how systems and structures can have an effect on people's rights to the expression of spiritual well-being

Theory and practice

- how and where to access information and support that can inform your practice about individuals' spiritual needs and well-being
- theories relevant to the individuals with whom you work, about:
  - o spiritual well-being and needs
  - o aspects of human growth and development and how these can affect and be affected by an individual's spiritual needs and well-being and how these are provided for
  - o identity and self-esteem and how this can be affected by providing for the individual's spiritual needs and well-being
  - o conflicts and dilemmas related to differing spiritual needs
  - o how power and influence can be used and abused when supporting the spiritual well-being of individuals
- how to work with and resolve conflicts that you are likely to meet in relation to an individual's spiritual needs and well-being
- what is meant by and can be included in a definition of spiritual well-being
- ways in which people communicate about feelings and experiences that may be associated with spiritual well-being
- the complexity of decisions people make about their spiritual lives
- ways of enabling people to identify factors that contribute to their own spiritual well-being
- the range of activities and experiences through which people develop and maintain their spiritual well-being
- how to work with people when they have experienced or are experiencing spiritual distress
- how to work with people to encourage them to respect and understand perspectives and beliefs they may not share
- how to incorporate consideration of spiritual well-being into the process of care planning, implementation and review
- how to use professional relationships to support and/or promote the individuals' spiritual well-being
- how to contribute to collaborations and partnerships with relevant key people
- the range of factors and beliefs, including religious beliefs, that can contribute to spiritual well-being

HSC351   **Plan, agree and implement development activities to meet individual needs**

Elements of Competence

HSC351a   Identify and agree development activities to meet individual needs
HSC348b   Plan and implement development activities with individuals and others
HSC348c   Evaluate and review the effectiveness of the development activities

About this unit[1]
For this unit you need to be able to plan, agree and implement development activities to meet individual needs.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Development activities: intellectual activities and pursuits, activities that enable individuals to retain and regain their skills; activities that enable individuals to keep fit and mobile; activities that enable individuals to participate and interact with others.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Development activities	Activities that enable individuals to develop, retain or regain their skills and abilities
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC351a   Identify and agree development activities to meet individual needs

Performance Criteria

You need to:

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

HSC351b Plan and implement development activities with individuals and others

Performance Criteria

You need to:

1. plan and agree with individuals, key people and others how the selected development activity will be implemented
2. set up the environment and help to prepare individuals to take part in the development activities
3. implement the development activities according to agreed plans
4. support individuals to observe and communicate:
    - changes in their own well-being that have arisen from the development activities
    - aspects of the development activities that were not as helpful
5. observe and support the implementation of the development activities, according to your role and responsibility
6. record observations of the positive, negative and neutral impact of the development activities on individuals' well being
7. identify any changes that need to be made, within confidentiality agreements and according to legal and organisational requirements

HSC351c Evaluate and review the effectiveness of the development activities

Performance Criteria

You need to:

1. consult with all involved to identify:
    - how and when the review will take place
    - who will be involved
2. support and encourage individuals to identify how they wish to be involved in the review and whether they require additional support to participate
3. contribute to identifying, collecting, collating and analysing the information provided against the agreed indicators for achieving outcomes
4. use the agreed indicators of success, difficulty and risk to evaluate the benefits of development activities for individuals
5. ensure that individuals have the information they need, to prepare themselves to carry out the review, in an accessible and understandable form
6. identify with individuals how effective the development activities were in promoting their well-being
7. contribute to agreeing where outcomes have been achieved, and negotiating any changes required in the range, level, complexity and quality of the development activities
8. record and report on the evaluation, recommending necessary changes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- 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
- 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
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to access development activities that are inclusive and meet their needs
- how to deal with and challenge discrimination when planning, agreeing and implementing development activities to meet individual needs

Legislation and organisational policy and procedures
- 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
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - planning, agreeing and implementing development activities to meet individual needs
  - working with others to provide integrated services
- practice and service standards relevant to your work setting and related to planning, agreeing and implementing development activities to meet individual needs

Theory and practice
- how and where to access information and support that can inform your practice about development activities that can meet individuals' needs and preferences
- how you can access, review and evaluate information about development activities relevant to the needs and preferences of the individuals with whom you work
- theories relevant to the individuals with whom you work, about:
  - aspects of human growth and development and how these can affect and be affected by development activities
  - identity and self-esteem and how this can be affected by individuals participating in development activities
- 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
- 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

- how to work with, and resolve conflicts that you are likely to meet
- how to use your relationship with individuals to promote their well-being through developmental activities
- methods of supporting individuals:
  - to take responsibility for promoting their own health and care and the role of developmental activities in achieving this
  - to identify how their developmental needs can be met
  - to assess and manage the processes of undertaking developmental activities and the support they need
- to monitor and review the developmental activities and to identify what they have achieved and any changes that are required
- access and use information to identify, plan and implement developmental activities
- access resources to plan and implement developmental activities
- work with other professionals and as part of a mixed-skill team to deliver, review and change developmental activities

HSC352   **Support individuals to continue therapies**

Elements of Competence

HSC352a   Identify the support and skills you need to enable individuals to continue therapies

HSC352b   Encourage individuals to complete activities identified by therapist

HSC352c   Observe and evaluate effects of therapies on individuals

About this unit[1]

For this unit you need to encourage the individuals to continue programmes and therapies.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Therapies include: occupational therapy; physiotherapy; behavioural therapy; other therapeutic programmes.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC352a   Identify the support and skills you need to enable individuals to continue therapies

Performance Criteria

You need to:

1. discuss with therapists your role and responsibilities in helping **individuals** to continue therapies

2. identify with the therapists the skills and abilities you require to enable individuals to continue therapies

3. assess with individuals and the therapist, the skills and abilities that individuals and **key people** need to carry out the activities and procedures

4. work with therapists to identify extra support the individuals may need to enable them to continue the therapies

5. work with therapists and the individuals to identify what support you could provide to enable them to participate fully in the therapy

6. agree with all involved their preferred options for support and contribute to negotiating agreed options

7. record and report on actions, procedures and outcomes, within confidentiality agreements and according to legal and organisational requirements

HSC352b   Encourage individuals to complete activities identified by therapist

Performance Criteria

You need to:

1. identify with the therapist and **others** the activities individuals need to continue and how these should be carried out and supported

2. discuss the activities that need to be continued, how this will be done and the support individuals and key people will be able to have to continue the therapy

3. undertake agreed support activities with individuals and key people

4. support individuals and key people to continue the therapy activities themselves

5. identify with individuals any difficulties or concerns they have during therapy activities and take appropriate actions to deal with these

6. stop the therapy session and take appropriate action where individuals are in pain or distress whilst carrying out therapy activities

7. seek additional support and call in the therapist when you are not competent to deal with problems and difficulties

8. provide and enable individuals to access additional information they require to benefit from the therapy

9. encourage individuals to continue therapy activities, by acknowledging success and supporting them when they are having difficulties

10. review the support you are providing and identify with individuals any changes that are needed to make the support more effective

HSC352c   Observe and evaluate effects of therapies on individuals

Performance Criteria

You need to:

1. agree the observations that you are responsible for with all involved

2. observe accurately the individuals' progress, problems, difficulties and concerns that arise during therapy sessions

3. check your observations to establish where they are the same as the individuals and others and where they differ, identify the reasons for any differences

4. contribute your observations to the overall evaluation of the effectiveness of the therapy

5. contribute to agreeing changes that need to be made to the therapy and therapy sessions to address changes in the needs and circumstance of individuals and lack of progress

6. provide feedback in an accessible form to individuals, key people and others ensuring that decisions, judgements, explanations and recommendations are documented

7. record, report and provide feedback as agreed within the programme, according to confidentiality agreements and taking account of organisational and legal requirements

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to continue therapies
- 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 continuing the therapy
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to continue therapies as instructed by the therapists

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to continue therapies
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - on supporting individuals to continue therapies
  - working with others to provide integrated services
- practice and service standards relevant to your work setting and related to the provision of and support for individuals to continue therapies as instructed by the therapist
- how to access records and information about the continuing therapies for individuals

Theory and practice
- how and where to access information and support that can inform your practice about therapies and continuing them in the absence of the therapist
- how you can access, review and evaluate information about the therapies being used
- theories relevant to the individuals with whom you work, about:
  - aspects of human growth and development and how these can affect and be affected by the therapies being used
  - identity, self-esteem and self-image, and how these can be affected by individuals continuing specified therapeutic activities
  - how power and influence can be used and abused when encouraging individuals to continue therapies
- factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and how therapeutic activities can contribute to these factors positively
- how to work in partnership with individuals, key people and those within and outside your organisation to implement and continue therapies
- how to work with, and resolve conflicts that you are likely to meet
- how to use your relationship with individuals to promote the individual's well-being

through therapeutic activities
- the conditions and impairments therapies are addressing
- how to set up the environment and set up and use any equipment and materials needed for the therapy
- the outcomes that the therapy aims to achieve for the individuals
- the impact of stress and fear on behaviour and the individuals' ability to use the therapy
- the role of active support and encouragement in enabling individuals to use the therapy
- the most effective ways of supporting the individuals to use the therapy to support their health and well-being
- how to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy
- how to observe the individuals using the therapy
- the key signs of problems and difficulties that need to be reported to the therapist and others
- how to involve the individual in collecting information about their experience of the therapy and its outcomes
- what information and observations you contribute to evaluations

HSC353   **Interact with individuals using telecommunications**

About this unit
This unit covers interacting with individuals using telecommunications. This involves establishing interactions with individuals using telecommunications, sustaining interactions with individuals using telecommunications, and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather then providing a general advice service.

You will need to ensure that practice reflects up to date information and policies

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

This is directly transferable to Skills for Health National Occupational Standard GEN 21.

HSC353a

Performance Criteria
You need to:
1. respond to **individuals** promptly according to organisational policies

2. identify any constraints on individuals and the circumstances in which the interaction is being made

3. provide information about the service and confirm its appropriateness to the individual

4. encourage individuals to share their concerns and to focus on their requirements

5. assess whether there is any risk or dangers facing the individual, and take appropriate action to deal with it

HSC353b
Performance Criteria
You need to:
1. provide suitable opportunities for individuals to sustain the interaction

2. encourage individuals to provide additional information on their situation or requirements

3. respond to individuals' immediate requirements at each stage during the interaction

4. provide suitable indications to reassure individuals of continued interest

5. identify any signs of increased stress during interactions and establish their significance

HSC353c
       Performance Criteria
You need to:
1. provide clear information on the requirement to end the interaction

2. end interactions according to the guidelines and procedures of your organisation

3. identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction

4. take the appropriate action to resolve dangerous situations

5.   ensure you have recorded and checked the individual's **demographic details** where this is required before ending/transferring the call

6.   where you are providing a confidential service, ensure the anonymity of individuals, self, and colleagues is maintained according to the procedures of the service

7.   record details of interactions in the appropriate systems

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- a working knowledge of the rights of individuals with whom you come into contact

Legislation and organisational policy and procedures

- a working knowledge of legal and organisational requirements and policy requirements relevant to the functions being carried out
- a working knowledge of why it is important to comply with different requirements
- a working knowledge of how to obtain information on the requirements
- a working knowledge of the procedures of the organisation in relation to anonymity
- a working knowledge of the systems for recording interactions
- a working knowledge of why it is important to use the systems

Theory and practice

- a working knowledge of the procedures for welcoming individuals
- a working knowledge of how to use different types of telecommunication technology
- a working knowledge of how to encourage individuals to stay connected
- a working knowledge of what are the potential circumstances of the individuals
- a working knowledge of what information about the service should be provided
- a working knowledge of who can be assisted by the service
- a working knowledge of how to encourage individuals without face to face interaction
- a working knowledge of the type of risks or dangers different individuals might face
- a working knowledge of what action should be taken to deal with different risks or dangers
- a working knowledge of what types of interactions occur
- a working knowledge of what opportunities should be made available to individuals to sustain the interaction
- a working knowledge of what type of information should be obtained
- a working knowledge of why it is important to respond at regular intervals
- a working knowledge of why it is important to provide individuals with opportunities to speak without interruption
- a working knowledge of how to use the anonymity of individuals to assist them to speak where this is appropriate
- a working knowledge of the signs of increased stress in individuals
- a working knowledge of the significance of any signs of stress
- a working knowledge of the types of problem that could occur
- a working knowledge of what actions can be taken to address them
- a working knowledge of why it is important to address problems

- a working knowledge of when should interactions be ended
- a working knowledge of the reasons for ending an interaction
- a working knowledge of what further actions could be taken
- a working knowledge of the importance of obtaining full demographic details
- a working knowledge of why it is important to maintain anonymity

HSC354   **Counsel individuals about their substance use using recognised theoretical models**

     Elements of Competence

HSC354a   Establish and manage the counselling relationship
HSC354b   Enable individuals to identify and explore concerns
HSC354c   Review options and assist individuals to decide on a course of action

About this unit

For this unit you need to counsel individuals with drug or alcohol problems. It is intended for those who provide counselling to individuals within an agreed framework, rather than offering advice and guidance on an ad hoc basis. The counsellor should pay particular regard to developing the counselling relationship in the earlier stages of counselling as the drug/alcohol user may have experienced a lack of positive regard, lack of empathy and a judgemental attitude from professionals in the past. Attention should also be given in this unit to activities that are not face-to-face work, but support the counselling process such as liaison, research and attending supervision.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Boundaries: eligibility criteria; confidentiality; intoxication during counselling challenging behaviour.
Contract: duration; frequency; costs; location; limitations; financial.
Service: own agency; partnership agency; other services.
Needs: psychological; social; physical; emotional; legal.
Resource: time; materials; finance; staff.
Information: verbal; written.
Circumstances: history of treatment; drug/alcohol history; support networks; housing; employment; other current treatments; court orders/requirements; risk assessment.
Methods: drink diaries; questionnaires; life history; one to one; group.

This is Drugs and Alcohol National Occupational Standard (DANOS) AI1.

HSC354a   Establish and manage the counselling relationship

Performance Criteria

You need to show that:

1. you create a counselling setting in which individuals feel comfortable enough to express their requirements

2. you explore individuals' expectations in order to agree methods of working

3. you explain the nature of the counselling service, including **boundaries**, constraints and what can be expected of the **service**

4. you encourage individuals to identify their requirements and work with any tension between their hopes, expectations and what the service can offer

5. you assess the appropriateness of starting the current counselling

6. you ensure that the counselling **contract** is realistic

7. you examine your own attitude towards drugs and alcohol, monitoring the impact that may have on the counselling process

8. you monitor your thoughts, feelings, and emotional reactions to clients so that you can correctly attribute them

9. you monitor and review the counselling process to ensure it remains of value

10. you use a consistent theoretical base informed by recognised theoretical models, adapting these where necessary

11. you confirm with the individual when the process is drawing to its conclusion

12. you explore with the individual the implications of other forms of treatment continuing beyond counselling

13. you comply with all relevant legislation, agency codes of practice, guidelines and ethical requirements

HSC354b   Enable individuals to identify and explore concerns

Performance Criteria

You need to show that:

1. you enable individuals to express their concerns freely through positive regard, active listening and a non-judgemental attitude

2. you encourage individuals to identify and explore their **needs**

3. you reflect back, clarify and review with individuals your perception of their feelings

4. you assist the individual to prioritise their needs

5. you identify and agree needs that cannot be met and facilitate access to additional or alternative sources of support

6. you work with individuals on any tension between their hopes and expectations and the reality of **resource** limitations

HSC354c   Review options and assist individuals to decide on a course of action

Performance Criteria

You need to show that:

1. you identify with the individual a suitable range of options to meet their needs

2. you ensure individuals understand the **information** provided

3. you outline the potential consequences, advantages and disadvantages of the options according to the individual's **circumstances**

4. you check individual's understanding of options and **methods** that may be used

5. you identify any potential problems with the chosen course of action

6. you confirm the course of action that is being taken and check for understanding and agreement with the individual

7. you record the course of action according to agency requirements

8. you explore and select methods with the individual that are most likely to be effective

9. you agree with individuals the methods to be adopted
10. you identify any requirements that cannot be met and establish alternative actions for dealing with them
11. you comply with all relevant legislation, codes of practice, guidelines and ethical requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- the rights of individuals with whom you come into contact

Legislation and organisational policy and procedures

- legal and organisational requirements and policies requirements relevant to the functions being carried out
- the limits and boundaries of your duties, responsibilities and power and why it is important to explain these to the individual
- the principles around supervision and appraisal
- the individual's rights and how these should inform and influence the formation of a relationship between you and the individual
- the importance of encouraging individuals to express their perspectives, values and feelings
- organisational and legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
- professional codes of practice

Theory and practice

- Counselling
- the principles of active listening
- the cycle of change model
- all models explaining substance misuse
- the principles of motivation and dependence
- the underlying issues that may lead to substance misuse
- a range of recognised theoretical models
- possible support mechanisms for individual
- Local Knowledge
- the availability of substance misuse services in the local area
- the characteristics of substance misuse services in the local area
- Organisational context
- agency codes of practice
- Research
- knowledge of research, how and where to access it
- how to analyse research
- Substance Misuse
- the range of different substances and their implications for the provision of services
- national substance misuse policies and priorities

- the range of substance misuse services offered by your organisation or other organisations
- the specific needs of individuals who are substance users, and how to meet these needs
- the range of behaviours that can be expected from substance users, and how to deal with these
- the risks substance misuse may pose to individuals and how to minimise these risks
- the risks substance misuse may pose to others, how to assess and minimise these risks
- the substance misuse jargon/terminology, commonly used
- the essentials around mental health, dual diagnosis and relevant services
- the continuum of substance use from recreational to problematic
- the continuum of approaches to working with substance misuse from abstinence to harm reduction
- cultural and religious issues that may impact when working with substance misuse.

HSC355   **Counsel groups of individuals about their substance use using recognised theoretical models**

       Elements of Competence

HSC355a   Plan and prepare therapeutic group activities
HSC355b   Prepare and support individuals through therapeutic group activities
HSC355c   Evaluate agreed therapeutic group activities

About this unit

For this unit you need to counsel groups of individuals about their substance use by planning, preparing and implementing relevant therapeutic group activities using recognised theoretical models. It is intended for those who provide counselling to individuals as part of group activities. Group activities may be substance use specific, such as relapse prevention techniques, or may be general, such as anger management or social skills training. There should be evidence of establishing and managing the counselling process with particular regard to the complexities that emerge when dealing with alcohol and drug related issues in a group setting.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Therapeutic group activity: demonstration and modelling; explanation and step-by-step; exploration, discussion, prompting and questioning; audio visual and computer; small group exercise.

Boundaries: confidentiality; intoxication during counselling; challenging behaviour; extent of detail of substance abuse.

Contract: duration; frequency; commitment to group; limitations.

Feedback: verbal; written.

Circumstances: history of treatment; drug/alcohol history; history of group work; other current treatments; court orders/requirements.

Materials: drink diaries; questionnaires; life history materials; further relevant materials; audio visual and computer.

Review: with individuals in group; with appropriate colleagues.

This is Drugs and Alcohol National Occupational Standard (DANOS) AI3.

HSC355a   Plan and prepare therapeutic group activities

Performance Criteria
You need to show that:
1. you establish the purposes and goals of the **therapeutic group activity**
2. you involve individuals in the planning process at a level appropriate to their abilities and **circumstances**
3. you check individuals' understanding of options and activities that may be used
4. you examine your own attitude towards drugs and alcohol, monitoring the impact that may have on the group
5. you are aware of own limitations, knowledge base and skill level
6. you conduct planning using a consistent theoretical base informed by recognised theoretical models
7. you anticipate any potential constraints or opportunities in the group and incorporate these into the planning
8. you prepare **materials** that are relevant and appropriate to the individuals in the group
9. you establish criteria for evaluating the effectiveness of activities

HSC355b   Prepare and support individuals through therapeutic group activities

Performance Criteria
You need to show that:
1. you arrange the environment in a way that encourages the full participation of all the individuals in the group
2. you discuss expectations and agree objectives with group members
3. you explain the nature of therapeutic group work, including benefits, possible constraints and **boundaries**
4. you establish a group **contract** that defines confidentiality, is realistic and agreed by all group members
5. you demonstrate positive regard, empathy and a non-judgmental attitude to all individuals in the group and encourage a shared responsibility in this
6. you use a consistent theoretical base informed by recognised theoretical models
7. you give individuals sufficient information and guidance, at an appropriate level and pace to maximise their involvement
8. you provide a suitable variety of therapeutic group activities to maximise involvement
9. you give and facilitate constructive feedback in a manner, level and pace that enhances individuals' learning and development in the group
10. you manage disruption in a way that is constructive, inclusive and in keeping with agreed boundaries
11. you monitor your thoughts, feelings and emotional reactions to the group and individuals in the group so that you can correctly attribute them
12. you monitor and review the group processes and activities to ensure they remain of value to all individuals in the group
13. records of activities, agreements, contracts are accurate, legible, complete, up to date and secure
14. you comply with all relevant legislation, agency codes of practice, guidelines, professional and ethical requirements

HSC355c   Evaluate agreed therapeutic group activities

Performance Criteria
You need to show that:
1.   you encourage and support individuals to give **feedback** on the therapeutic group activity
2.   you **review** the outcomes of the group activities
3.   you modify your plan where feedback indicates that the planned activity is inappropriate
4.   you review the effectiveness of learning and development methods and identify alternative approaches where necessary
5.   you use feedback to identify when the process is drawing to its conclusion.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- the rights of individuals with whom you come into contact

Legislation and organisational policy and procedures

- legal and organisational requirements and policies requirements relevant to the functions being carried out
- the limits and boundaries of your duties, responsibilities and power and why it is important to explain these to the individual
- the individual's rights and how these should inform and influence the formation of a relationship between you and the individual
- organisational and legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
- professional codes of practice
- agency codes of practice
- definition and boundaries of confidentiality

Theory and practice
- Counselling
- the principles of active listening
- the cycle of change model
- all models explaining substance misuse
- the principles of motivation
- a range of recognised theoretical models
- awareness of cross-cultural approaches
- why it is important to encourage individuals to express their perspectives, values and feelings
- appropriate use of counselling supervision
- Group skills
- the essentials of group dynamics
- how to put participants at ease
- the principles of good feedback in groups

- Local knowledge
- the availability of substance misuse services in the local area
- the characteristics of substance misuse services in the local area
- Research
- knowledge of research, how and where to access it
- how to analyse research
- Substance misuse
- the range of different substances and their implications for the provision of services
- national substance misuse policies and priorities
- the range of substance misuse services offered by your organisation or other organisations
- the specific needs of individuals who are substance users, and how to meet these needs
- the range of behaviours that can be expected from substance users, and how to deal with these
- the risks substance misuse may pose to individuals and how to minimise these risks
- the risks substance misuse may pose to others, how to assess and minimise these risks
- the substance misuse jargon/terminology, commonly used
- the essentials of dual diagnosis
- the continuum of substance use from recreational to problematic
- the continuum of approaches to working with substance misuse from abstinence to harm reduction.

HSC356   Support individuals to deal with relationship problems
Elements of Competence
HSC356a   Support individuals to assess relationship problems
HSC356b   Support individuals to overcome relationship problems
HSC356c   Work with individuals to evaluate relationship issues, problems and support

About this unit[1]
For this unit you need to support individuals who have difficulty in forming and maintaining relationships.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in the way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC356a   Support individuals to assess relationship problems

Performance Criteria

You need to show that,

1. you work with **others** to access information and advice about **individuals'** potential relationship problems and their causes
2. you seek information to help you support individuals to address relationship problems
3. you support individuals to:
   - identify their relationship needs
   - communicate any problems they believe they have in their relationships
   - identify the perceived causes of the relationship problems
4. you support individuals and other **key people** to identify the effects that relationships with specific people and groups may have on their own well-being and that of others
5. you work with individuals to agree the amount and type of support they need

6. you seek additional help, support and advice from appropriate people and organisations, when you are unable to deal with the relationship issues and problems

HSC356b Support individuals to overcome relationship problems

Performance Criteria

You need to show that:

1. you support individuals to:
   - decide the best way to contact the people with whom they wish to develop and maintain contact
   - decide how they can develop, build and maintain relationships
   - identify any perceived obstacles, including legal and other requirements and conditions
   - deal with their fears and anxieties when preparing to make contact and build relationships
2. you support individuals to identify ways in which they can help themselves to overcome relationship problems
3. you make facilities available for contact, and support individuals to use them
4. you encourage individuals to keep appropriate contact with others between meetings
5. you support individuals to find ways to manage conflicts and tensions in relationships
6. you work with individuals to plan how they can remove themselves from destructive, damaging and abusive relationships
7. you seek additional advice and support where the individual's behaviour, condition or situation gives cause for concern and is outside your competence to deal with
8. you seek additional help, support and advice from appropriate people and organisations, when you are unable to help the individuals to overcome relationship problems

HSC356c Work with individuals to evaluate relationship issues, problems and support

Performance Criteria

You need to show that:

1. you work with individuals and key people to identify how they can participate in the evaluation
2. you support individuals to evaluate:
   - their relationship needs and any support that has been given to them to overcome relationship problems
   - the level and type of support they require to maintain appropriate contacts and build relationships
   - the benefits and detrimental effects of making, being involved in and maintaining contacts with significant people in their lives
3. you collate feedback and contribute to the evaluation of the individuals' relationship problems and actions taken to overcome these
4. you record and report actions, processes and outcomes from working with individuals to address relationship problems, within confidentiality agreements and taking account of legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to overcome relationship problems
- 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 their lives, actions and risks when dealing with relationship problems
- dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in supporting individuals to overcome relationship problems
- how to support individuals to meet their relationship needs:
  - inclusively
  - in ways that do not discriminate
  - in ways which take account of their rights and preferences
  - in ways that acknowledges cultural, ethnic, spiritual, social and language backgrounds and their gender and sexual preferences

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to overcome relationship problems
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - supporting individuals to overcome relationship problems
  - working with others to provide integrated services
- practice and service standards relevant to your work setting and for supporting individuals with relationship problems and the boundaries of your own relationships with individuals and key people
- how to access records and information on the needs, views and preferences of individuals and key people regarding relationship problems

Theory and practice
- how and where to access information and support that can inform your practice about supporting individuals to overcome relationship problems
- how you can access, review and evaluate information about relationships and problems associated with these, generally and for the specific individuals with whom you work
- government reports, inquiries and research relevant to supporting individuals to deal with relationships and problems arising from these
- theories relevant to the individuals with whom you work, about:
- aspects of human growth and development and how these can affect and be affected by relationships

- identity, self-esteem and self-image and how this can be affected by difficulties in developing and maintaining relationships
- social and psychological factors that can affect relationships
- the ways in which relationships are formed, may change and can be ended and the effect this may have on individuals and the role they have in promoting the individuals' well-being
- how power and influence can be used and abused when supporting individuals to overcome relationship problems and how relationship problems might make individuals vulnerable to being exploited by others
- types of relationships that can be beneficial and those that can be detrimental to the individuals with whom you are working
- situations when individuals, key people and others may be at risk from relationships and how to assess and deal with these
- actions and conditions that might enhance and inhibit the relationship difficulties of individuals and ways of resolving difficult relationship issues
- role of relationships and social networks in promoting the well-being of the individuals with whom you work
- methods of working with individuals to maintain or end relationships and the importance, benefits and methods of ensuring individuals understand the need to:
  o maintain relationships with individuals and networks
  o move on from old relationships
  o form and maintain new relationships
  o avoid contact with those people and groups where limitations have been placed upon them
- issues that are likely to arise when supporting individuals to develop, maintain and move on from contacts and relationships and how to support the individuals to deal with these
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individual's relationship problems to be addressed
- the support you may need when dealing with those who have difficult relationships and how to access this
- factors influencing roles, relationships and communication within families
- the physical conditions and emotional factors which may have an effect on relationships

HSC357   Carry out extended feeding techniques to ensure individuals nutritional and fluid intake (Imported unit)

About this unit
For this unit you need to be able to prepare for and undertake extended feeding techniques other than oral feeding. These methods include Percutaneous Endoscopic Gastrostomy (PEG) feeds, naso-gastric (NG) tube feeds and sub-cutaneous fluid infusions. This unit does not cover intravenous techniques for giving fluids. This unit should build on the skills and knowledge contained within HSC213 'Provide food and drink for individuals' and HSC214 'Help individuals to eat and drink'.
You will need to ensure that practice reflects up to date information and policies

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Adverse reactions can include: pain; regurgitation; vomiting
Appropriate action can include: seeking help from a person more competent to deal with the situation, stopping the procedure, using the emergency alarm system
Documentation includes: written notes, charts, graphs
Electrical equipment can include: pumps; infusion; monitors
Environment includes: maintaining privacy and dignity; reducing noise; ensuring adequate heat, space and light
Equipment may include: syringes; spigots; jugs; litmus paper
Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and **others** with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge

This unit is directly transferable to Health national occupational standard CHS17

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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

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[1]   If you are working with children and young people the term "individuals" covers children and young people and key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2]   The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes items contaminated with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated
Feed	Nutritional or fluid intake prescribed or ordered for an individual by a professional, such as a dietician, nurse or doctor
Individual	The person receiving care, including adults or children
Others	Includes: carers – formal and informal
Personal protective clothing	Includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all-in-one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross-infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to show that:

1. apply **standard precautions** for infection control any other relevant **health and safety measures**

2. involve the individual and **others** throughout the procedure

3. confirm all **equipment and materials** for carrying out extended feeding techniques is:

    - appropriate to the procedure

    - fit for purpose

4. ensure the individual is positioned in a way that will:

    - ensure their safety and comfort

    - facilitate the method of extended feeding

5. ensure the feeding tube is in the correct position according of the type of tube being used

6. carry out the extended feeding:

    - at an appropriate time according to the individual's plan of care

    - using appropriate techniques

    - using equipment in line with manufacturer's instructions

    - in a manner which optimises the patient's comfort and dignity and minimises pain and trauma

7. observe the individual throughout the activity, recognise and report any condition or behaviour which may signify **adverse reactions** to the activity and take the **appropriate action**

8. ensure that adequate and relevant fluids, feeds and equipment are stocked in the care environment to meet immediate future needs, re-ordering as appropriate

9. complete all **documentation** as required and report any findings about the process and the individual which may have an impact on their care plan and subsequent care

10. ensure the extended feeding tubes are securely attached in a way that prevent discomfort and promotes dignity of the individual

11. ensure the individual is made comfortable following extended feeding techniques and dispose of waste according to agreed procedures

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- a working understanding of issues linked to individual's beliefs, values and faiths which influence and impact upon diet and nutritional intake

Legislation and organisational policy and procedures
- a factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to carrying out extended feeding techniques
- a working understanding of your responsibilities and accountability in relation to the current European and national legislation, national guidelines and local policies and protocols

Theory and practice
- a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- a working understanding of the importance of applying standard precautions and the potential consequences of poor practice

Anatomy and physiology
- an in-depth understanding of the anatomy and physiology of the gastro-intestinal tract pertinent to the feeding methods being undertaken
- a working understanding of the types and of pathogens specific to the upper gastrointestinal tract
- a working understanding of potential sources of contamination when undertaking extended feeding techniques and appropriate measures to reduce or deal with them
- a working understanding of the potential consequences of contamination of feeds and equipment used for extended feeding

Care and support
- a working understanding of the impact this type of feeding will have on individuals
- a working understanding of a variety of conditions and situations where feeding may be undertaken by extended methods
- a working understanding of other staff who may be involved with the nutritional and fluid intake of individuals
- a working understanding of why fluid intake and balance is vital to the health of individuals
- a working understanding of why you need to monitor fluid and nutritional intake
- a working understanding of the contra-indications which suggest that you need to stop and seek help and advice and how these may differ for different individuals, conditions and those from different ethnic groups
- a working understanding of the adverse effects which may occur during and following procedures and how to identify and deal with these

Materials and equipment
- A working understanding of the equipment and materials required for the types of extended feeding techniques relevant to your work area
- A working understanding of the different types of feed available for the types of extended feeding techniques relevant to your work area

Procedures and techniques
- a working understanding of how a variety of feeding tubes are put in place and the

preparation of the individual for the procedure
- an in-depth understanding of how to monitor, improve and maintain nutritional and fluid needs of individuals
- a working understanding of methods used to ensure the extended feeding equipment is correctly positioned prior to feeding
- a working understanding of the importance of maintaining the correct level of cleanliness for extended feeding techniques
- a working understanding of the importance of following procedures for extended feeding techniques exactly as specified, and the potential effects of not doing so
- a working understanding of the importance of packing up used equipment and materials and covering receptacles containing body fluids prior to leaving the immediate care area
- a working understanding of how and where to dispose of:
  - used equipment, materials and feeds
  - body fluids aspirated prior to feeding

Records and documentation
- a working knowledge of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff
- a working understanding of:
  - the importance of keeping accurate and up to date records
  - the specific records required for reporting on gastric aspirate and the removal of nasogastric tubes

HSC358 Identify the individual at risk of skin breakdown and undertake the appropriate risk assessment (Imported unit)

About this unit
For this unit you need to undertake risk assessment in relation to pressure area care and the risk of skin breakdown. This assessment will take place across a variety of health and social care settings, throughout hospitals, including operating departments, hospices, nursing and residential homes, day centres, and individuals' own homes. Risk assessment will include the use of different assessment tools selected for use to fit the individual and the environment. The assessment could be undertaken by a variety of staff within the varied care settings and is an ongoing process demanding constant review and evaluation.
You will need to ensure that practice reflects up to date information and policies

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Changes in the individual's condition may include: improvement; deterioration; discharge; transfer
Documents may include: assessment tool; care plan; the individual's care notes including patient held records
External factors may include: pressure; shearing; friction
General conditions may include: dry; moist; red; broken; swollen
Other carers may include: co-workers; informal carers such as family members
Others may include: registered practitioner; team leader; social workers; tissue viability nurses; GPs
Pre-disposing factors may include: medication; moisture to the skin
Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling contaminated items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge

This unit is directly transferable to Health national occupational standard CHS4

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[1] If you are working with children and young people the term "individuals" covers children and young people and key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Additional protective equipment	Types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Assessment tool	A process of assessment using a variety of risk factors including continence, weight, nutritional status etc against which a score is identified clarifying the degree of risk that individual will have in relation to the breakdown of skin. Tools have various names according to their authors or developers
Contaminated	Includes items contaminated with body fluids, chemicals or radionuclides. Any pack/item opened and not used should be treated as contaminated
Individuals (at risk)	Include: unconscious, reduced mobility or immobility due to surgery, stroke etc, malnutrition, dehydration, skin conditions, sensory impairment, acute illness, extremes of age, vascular disease, severe chronic or terminal illness, previous history of pressure damage, incontinence, people with diabetes, altered **mental state**
Mental state	The mental condition of an individual. It can include the individual being withdrawn, depressed, agitated, confused
Personal protective clothing	Items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection including: hand washing/cleansing before during and after the activity; the use of personal protective clothing and additional protective equipment when appropriate

HSC358a   Identify individuals at risk of skin breakdown

Performance Criteria

You need to show that:

1. you apply standard precautions for infection control and other health and safety measures
2. you identify **individuals** in your care environment/case load who may be at risk of impaired tissue viability and skin breakdown
3. you identify any pre-disposing factors which might exacerbate risk
4. you identify any external factors which you should consider in your assessment
5. you undertake risk assessment within an appropriate timescale after admission/referral of the individual to the care environment in which you work
6. you work within your own sphere of competence and involve the individual or other carers in the assessment as appropriate, referring to others when the assessment is outside of your remit
7. you collect the relevant documentation, including agreed **assessment tool** for use before starting the assessment
8. you involve the individuals concerned, asking them to assess their risk where possible and appropriate, and communicating with them in a manner which they understand and respond to
9. you obtain the individual's permission before undertaking the assessment
10. you assess the individual's risk of tissue breakdown using criteria specified by the assessment tool you are using
11. you inspect the general condition of the individuals skin, identifying risk factors, using safe handling techniques when assisting the individual to move during the assessment
12. you inspect specific areas of skin for pressure or risk of pressure, identifying risk against the tool and "scoring" the risk of pressure area damage you
13. document and/or pass all findings to others involved in the care of the individual, including the individual themselves you incorporate the risk assessment into the overall plan of care for that individual
14. you agree, in consultation with others, how often the risk assessment should be reviewed and record the frequency of assessment in the care plan and other relevant records
15. you undertake the review, as necessary, using, where appropriate, the criteria involved in the initial assessment
16. you identify when the current assessment tool, or the frequency of review are no longer appropriate due to changes in the individual's condition or the environment
17. you record and report your findings if appropriate, and pass on to others all information

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice relevant to pressure area care and risk assessment
- a working understanding of your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols relevant to pressure area

Theory and practice
- a working understanding of the importance of working within your own sphere of competence when undertaking assessment of risk of skin breakdown and seeking advice when faced with situations outside your sphere of competence
- a working understanding of the application of standard precautions to undertaking assessment of risk of skin breakdown and the potential consequences of poor practice
- a working understanding of relevant research that has been undertaken in respect of risk assessment for pressure area care
- a working understanding of how you might involve the individual and their carers

Care and support
- a working understanding of the risk assessment in relation to the holistic care of individuals
- a working understanding of other health and social care staff who might be involved in the assessment of risk in the context of this competence
- an in-depth understanding of what you will look for when you assess the skin
- a working understanding of when initial assessment should take place and why
- a working understanding of the frequency of review and re-assessment
- a working understanding of the degree of help needed by the individual

Applied anatomy and physiology
- an in-depth knowledge of the anatomy and physiology of the healthy skin
- an in-depth knowledge of the changes that occur when damage caused by pressure develops
- an in-depth knowledge of what is meant by "shearing forces"
- an in-depth understanding of the pre-disposing factors to pressure sore development
- an in-depth knowledge the sites where pressure damage may occur

Materials and equipment
- an in-depth understanding of the assessment tools available for use in the assessment of risk of pressure sore formation

Procedures and techniques
- an in-depth knowledge of safe handling techniques

Records and documentation
- a working understanding of the importance of sharing your findings with other care staff and the individual concerned
- a working understanding of the importance of accurately reporting and recording required information related to pressure area care and risk assessment
- a working understanding of the information which should be recorded in relation to pressure area care and risk assessment
- a working understanding of the types of change in patients' condition which should be reported and/or recorded
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC360 Move and position individuals (Imported unit)

About this unit
For this unit you need to be able to move individuals from one place to another and re-position individuals within their immediate environment, as part of their care plan and according to their specific needs and condition.

You will need to ensure that practice reflects up to date information and policies

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Adverse effects includes: pain; discomfort; distress
Moving and handling equipment may include: hoists; slides; slide sheets; slings; pillows
Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard CHS6

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[1] If you are working with children and young people the term "individuals" covers children and young people and key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Communicate	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
Contaminated	Includes items contaminated with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated
Hazards	Hazards are items with the potential to cause harm
Individual	The person being moved, this could be an adult or child with any of the conditions mentioned
Personal protective clothing	Includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Risk	A risk is the likelihood of the hazards potential being realised, it can be to individuals in the form of infection, danger, harm and abuse and/or to the environment in the form of danger of damage and destruction
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection including: hand washing/cleansing before during and after the activity; the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to show that:

1. you apply **standard precautions** for infection control and all other relevant **health and safety measures** when preparing to move and handle the **individual**

2. you check the individual's care plan and the moving and handling **risk** assessment prior to commencing any moving and handling

3. you assess any immediate risks to **individuals** and where you think there is a risk that you cannot deal with and seek advice from the appropriate people before moving or handling individuals

4. you inform the individual what you are about to do and support them to **communicate** the level of support they require

5. you obtain the individual's consent and ensure they understand why they are being moved and handled in particular ways and how they can usefully co-operate in the procedure

6. you remove potential **hazards** and prepare the immediate environment, ensuring adequate space for the move to take place, in agreement with all concerned

7. you seek appropriate assistance to enable you to move and handle the individual safely

8. you move the individual according to the care plan

9. you position the individual according to the care plan using the correct technique and in a way that will avoid causing undue pain or discomfort

10. you observe the individual throughout the activity and stop the activity if any adverse effects occur

11. you seek help from other professionals if problems arise during the activity

12. you use the appropriate equipment in order to maintain the individual in the required position

13. you record the activity in the appropriate documents, noting when the next positioning manoeuvre is due

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- a working understanding of the effect that the individual's personal beliefs and preferences may have their preferences for moving, handling and positioning
- a working understanding of reasons why the individual's preferences on how they are moved, handled and positioned
- a working understanding of how to provide active support and promote the individual's rights, choices and well-being when preparing to move, handle and position individuals

Legislation and organisational policy and procedures

- a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to moving, handling and positioning of individuals
- a working understanding of your responsibilities and accountability under the current European and National legislation, national guidelines and local policies and protocols in relation to moving, handling and positioning of individuals
- a working understanding of the application of standard precautions to moving, handling and positioning individuals and the potential consequences of poor practice
- a working understanding of how to access up-to-date copies of organisational risk assessments for moving, handling and positioning specific individuals

Theory and practice

- a working understanding of the importance of effective communication and co-ordinating actions between yourself and:
  - o the individual
  - o the team involved in the activity
  - o the wider health care team
- a working understanding of the potential hazards associated with moving and positioning for the individual, yourself, and others involved in the activity
- a working understanding of the importance of moving, handling and positioning the individual according to the care plan and their presenting condition(s) and the potential consequences of poor practice
- a working understanding of the importance of good communication and co-ordinating actions effectively with others involved in moving, handling and positioning individuals
- a working understanding of conflicts which might arise between individual choice, good

health, safety and hygiene practices, risk assessments and management and the individual's plan of care and how to deal with these

Anatomy and physiology
- a working understanding of the normal:
  - o skeleton and muscle attachments
  - o range of movement in joints
    in relation to the importance of correct movement and positioning
- a working understanding of common physical conditions of individuals in your work area, the effect they have upon normal movement, in relation to the importance of correct movement and positioning, e.g. Strokes (cerebro-vascular events/accidents)

Care and support
- a working understanding of the importance of offering effective verbal and non-verbal support and reassurance to patients during preparation for moving and positioning activities
- a working understanding of how individuals may be able to contribute to the moving/handing/positioning process and factors which limit their contribution
- a working understanding of reasons for moving and positioning individuals according to the care plan and their presenting condition(s)
- a working understanding of potential key changes in the conditions and circumstances of individuals that you are moving, handling and positioning, and actions to take in these circumstances

Materials and equipment
- a working understanding of the aids and equipment you may use for moving, handling and positioning
- a working understanding of safety factors that need to be taken account of when preparing moving, handling and positioning equipment/machinery

Procedure and techniques
- a working understanding of the importance of preparing the environment for moving and handling prior to attempting to move and handle individuals
- a working understanding of the importance of keeping the environment clear during moving, handling and positioning activities
- a working understanding of why it is vital to follow the care plan
- a working understanding of the importance of team working
- a working understanding of the importance of using safe moving techniques, adhering to risk assessments and other information about moving, handling and positioning specific individuals and the possible consequences for the individual, yourself and others if you do not
- a working understanding of the importance of not dragging the individual during moving, handling and positioning and the relationship of this to the prevention of pressure sores
- a working understanding of potential risks to individuals, those assisting in the moving and handling; others within the environment and the environment itself if moving and handling is not carried out correctly (including procedures prior to, during and after moving, handling and positioning individuals)
- a working understanding of sources of further help for moving, handling and positioning individuals in different health and care settings
- a working understanding of the importance of restoring the environment after moving, handling and positioning activities

Records and documentation
- a working understanding of the importance of keeping accurate and up to date records
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC361 **Prepare for, and undertake physiological measurements (Imported unit)**

Elements of Competence

HSC361a Prepare the environments and resources for use when taking physiological measurements

HSC361b Undertake physiological measurements

About this unit

For this unit you need to prepare environments and resources so that they are ready for designated clinical/therapeutic procedures, and to take and record physiological measurements as part of the individuals care plan. Measurements include: blood pressure - both by manual and electronic; pulse rates and confirming pulses at a variety of sites e.g. pedal pulses; pulse oximetry; temperature, respiratory rates, peak flow rates; height; weight; body mass index (BMI); girth. These activities could be done in a variety of care settings, including hospital wards and other departments including out-patients, nursing homes, the individuals own home, GP surgeries etc. The recording of such measurements must take into account the individual's overall condition, and the delegation of these measurements to you may change as the individual's condition changes, and sometimes this skill will fall outside of your role and responsibility. Any adverse conditions may result in other members of the care team undertaking these measurements.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate documentation may include: individual's notes; charts

Appropriately prepared may include: fully charged if electrical; with batteries; clean ear pieces on stethoscopes

Consumables; disposable items (e.g. gowns); notes

Environment may include: reducing noise; ensuring adequate heat, space and light

Environmental conditions include: temperature; humidity; ventilation; general and directional light levels

Equipment may include: sphygmomanometers of electronic blood pressure recording devices; stethoscope; thermometers including tympanic membrane sensors; a watch with second hand; pulse oximeter; documentation; charts

Prepare the individual may include: adjusting clothing; ensure no recent hot /cold drinks or exercise; explanation of procedures

Prescribed sequence may include: lying and standing blood pressure; respiratory rate before and after medication such as broncho-dilators; temperature after procedures put in place to reduce raised temperature such as fan therapy, removing clothing/bed clothing

Prescribed time may include: hourly; four hourly; twice daily; daily; weekly; before food; before hot/cold drinks; on return from operating theatre or other treatment/investigation

Procedures include: routine; specialist

Resources could be: fixed items of equipment; portable items of equipment; consumables; disposable items (e.g. gowns); notes

Significant changes may include: collapse; cardiac arrest; bleeding; postural; hypertension

Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standards GEN6 (HSC 361 a) and CHS19 (HSC 361 b)

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[1]If you are working with children and young people the term "individuals" covers children and young people and key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

Additional protective equipment	Types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes: items 'contaminated' with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated
Individual	An individual is the person on whom the physiological measurement is being taken and could be an adult or a child
Needs of the individuals	relating to individual characteristics that influence choice and set up of equipment and other resources (e.g. mobility, protection from radiation etc.)
Personal clothing and fashion items	includes outer clothes worn from home to work, jewellery, acrylic nails, nail varnish and false eyelashes
Personal protective clothing	Items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

HSC361a   Prepare the environments and resources for use when taking physiological measurements

Performance Criteria

You need to show that:

1. you gather together all essential resources in advance of the procedure
2. you check and confirm that all resources are in a suitable, safe condition for the procedure to be carried out
3. you dispose of any damaged or out of date items in an appropriate safe place in accordance with local procedures
4. you handle resources safely, correctly and hygienically
5. you set up and prepare resources in the appropriate manner and time for the activity to be carried out and the **needs of the individual**
6. you confirm that sufficient and necessary forms for record taking are available for immediate use
7. you correctly apply **standard precautions** and other relevant **health and safety measures** appropriate to the setting and the procedure
8. you make sure that environmental conditions within the immediate environment are set to appropriate levels to maintain individual comfort throughout the procedure
9. you position the equipment:
10. correctly for the requirements of the procedure
11. to reduce risks
12. you promptly investigate any problems with the environment and resources and report any which you cannot solve to the relevant person to deal with them

HSC361b   Undertake physiological measurements

Performance Criteria

You need to show that:

1. you apply standard precautions for infection control and apply other necessary health and safety measures
2. you take the measurement at the prescribed time and in the prescribed sequence
3. you use the appropriate equipment in such a way as to obtain an accurate measurement
4. you reassure the individual throughout the measurement and answer questions and concerns from the patient clearly, accurately and concisely within own sphere of competence and responsibility
5. you refer any questions and concerns from or about the patient relating to issues outside your responsibility to the appropriate member of the care team
6. you seek a further recording of the measurement by another staff member if you are unable to obtain the reading or if you are unsure of the reading.
7. you observe the condition of the individual throughout the measurement
8. you identify and respond immediately in the case of any significant changes in the individuals condition or any possible risks
9. you recognise and report without delay any measurement which falls outside of normal levels
10. you record your findings accurately and legibly in the appropriate documentation

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- a working understanding of why individuals need to be informed about what is happening
- a working understanding of what is meant by "consent"

Legislation and organisational policy and procedures
- a factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to:
- undertaking physiological measurements
- health and safety and infection control
- the handling of equipment and other resources
- accountability and responsibility for checking equipment and other resources, including vicarious liability
- a working understanding of your responsibilities and accountability in relation to the current European and National legislation and local policies and protocols within the health and care environment

Theory and practice
- a working understanding of the importance of applying and following standard precautions relevant to physiological measurements to be taken and the protective clothing which may be worn for the individual's and your protection
- a working understanding of the potential consequences of poor practice in relation to the application of standard precautions
- a working understanding of what is and is not a sterile field and how the correct level of cleanliness may be achieved for the clinical/therapeutic activity, the client and the setting
- a working understanding of your role and the importance of working within your own sphere of competence and seeking clinical advice when faced with situations outside your sphere of competence
- a working understanding of the roles and responsibilities of other team members
- a working understanding of the importance of selecting and preparing resources according to the individual's plan of care
- a working understanding of the importance of having all resources ready before starting the procedure
- an in-depth understanding of why the recordings are necessary and the importance of undertaking measurements as directed

Care and support
- a factual awareness of the environmental conditions appropriate for the type of clinical/therapeutic activity to be undertaken
- a factual awareness of how to adjust environmental conditions in order to maintain the individuals comfort
- an in-depth understanding of the help individuals may need before you can undertake the measurement
- an in-depth understanding of why it is necessary to adjust clothing for some physiological measurements

Materials and equipment
- a working understanding of the essential resources required for the activity including any personal protective clothing needed for yourself and/or the individual
- a working understanding of the physiological measurements to be undertaken and the importance of preparing and setting out essential resources safely and efficiently
- a working understanding of the types of essential resources which are sensitive to

environmental changes and how this affects their storage and use

- a factual awareness of the nature and function of equipment used and how to check whether or not it is functioning correctly
- a working understanding of how to set up and prepare equipment including any adjustments which are specific to an individual's needs
- a working understanding of the equipment used for different measurements and any alternative equipment available

Procedures and techniques

- a working understanding of the procedures and techniques associated with the preparation of the environment and resources for use when taking physiological measurements
- a working understanding of the importance of handling resources safely and correctly and how to do so
- a factual awareness of the methods for ensuring all resources to be used when taking physiological measurements (including electrical equipment) are in a suitable and safe condition and the extent of the your responsibility for this, in line with local health and safety guidelines
- a working understanding what procedures you are permitted to undertake when problems arise with equipment or resources and when you must refer the problem to others
- a working understanding the relevant person to whom you should refer problems with the environment and/or resources
- a factual awareness of the correct procedure for reporting problems or faults with resources
- a working understanding of common conditions which necessitate the recording of physiological measurements within your work environment.
- a working understanding of how blood pressure is maintained
- a working understanding of the differentiation between systolic and diastolic blood pressure and what is happening to the heart in each reading
- a working understanding of the normal limits of blood pressure
- a working understanding of conditions where blood pressure may be high or low
- a working understanding of how body temperature is maintained
- a working understanding of what normal body temperature is
- a working understanding of what is meant by pyrexia, hyper-pyrexia and hypothermia
- a working understanding of what is normal respiratory rate
- a working understanding of what affects respiratory rates in individuals, ill and well
- a working understanding of the normal limits of pulse rates
- a working understanding of what affects pulse rates – raising it and lowering it
- a working understanding of the sites in the body where pulse points can be found
- a working understanding of why an individuals pulse oximetry needs to be measured
- a working understanding of the findings when obtaining pulse oximetry, and the implications of these findings
- a working understanding of what BMI is and how it is used in weight/dietary control
- a working understanding of the factors that influence changes in physiological measurements

Records and documentation

- a working understanding of the types of records and documentation which may be required for the clinical/therapeutic activity and how they should be prepared
- a working understanding of the importance of recording all information clearly and precisely in the relevant documentation
- a working understanding of the importance of reporting all information to the registered practitioner
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC362   **Recognise indications of substance misuse and refer individuals to specialists**

Elements of Competence

HSC362a   Recognise indications of substance misuse

HSC362b   Refer individuals with indications of substance misuse to specialists

About this unit

For this unit you need to recognise signs which may indicate that someone - an employee, colleague, co-worker, customer, student or anyone else you come into contact with during your work - may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Substances: illegal drugs; prescription drugs; over the counter drugs; alcohol; solvents; other.

Indications of substance misuse: physical; behavioural; information provided by the individual; information from other sources.

Specialists: internal to your organisation; external to your organisation.

Actions: agreed between yourself and the individual; exclusion from normal activities; re-inclusion in normal activities; referral to an authority in your organisation; referral to an authority outside your organisation.

This is Drugs and Alcohol National Occupational Standard (DANOS) AA1.

HSC362a   Recognise indications of substance misuse

Performance Criteria

You need to show that:

1. you regularly update your knowledge about the range of substances which may be misused and the possible indications of substance misuse
2. you remain constantly alert to possible indications of substance misuse by those with whom you come into contact
3. you respect **individuals**' rights and the requirements of confidentiality
4. you investigate situations sufficiently to allow you to make a reasonable judgement about whether individuals are misusing substances
5. you obtain specialist assistance where you unable to make a reasonable judgement about whether individuals are misusing substances
6. where individuals are not misusing substances, you help individuals understand how indications may be interpreted
7. you assess the risk to the individual and to **others** which may result from substance misuse and take prompt action appropriate to your assessment of risk
8. the action you take is in line with legal and organisational requirements
9. you record situations and actions taken in line with organisational requirements
10. you provide information about situations and actions taken only to those entitled to have it

HSC362b   Refer individuals with indications of substance misuse to specialists

Performance Criteria

You need to show that:

1. you regularly update your knowledge about appropriate specialists for the range of substances and the procedures to follow when referring individuals
2. you refer individuals to specialists in line with organisational requirements
3. you respect individuals' rights and the requirements of confidentiality
4. you provide specialists with complete and accurate information about the situation in line with organisational requirements
5. you monitor the situation and regularly review your assessment of the risk to the individual and to others which may result from substance misuse
6. you take appropriate action in the light of changes to the situation and level of risk
7. the action you take is in line with legal and organisational requirements
8. you record situations and actions taken in line with organisational requirements
9. you provide information about situations and actions taken only to those entitled to have it

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- the rights of individuals with whom you come into contact

Legislation and organisational policy and procedures

- legal and organisational requirements and policies requirements relevant to the functions being carried out

Theory and practice

- Information handling:
- the importance of keeping full and accurate records, and how to do so
- the importance of providing full and accurate information, and how to do so
- the principle of confidentiality: what information may be given to whom
- Monitoring and evaluation:
  - the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so
- Risk assessment:
  - how to assess the risk to individuals and to others from their substance misuse
  - the importance of regularly reviewing risk assessments
- Substance misuse:
  - the range of different substances and their effects
  - the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources
- other factors which produce indications that may be interpreted as caused by substance misuse
- ways of keeping your knowledge about substances and indications of substance misuse up to date
- how to investigate situations in order to make a reasonable judgement about substance misuse
- sources of assistance about substance misuse
- substance misuse specialists, and procedures for referring individuals to them
- the range of actions you can take when individuals may be misusing substances, and how to decide what action is appropriate

HSC363   **Test for substance use**

Elements of Competence

HSC363a   Prepare to test for substance use
HSC363b   Take samples for testing
HSC363c   Communicate and record the results of testing

About this unit
For this unit you need to test individuals to see if they have been using substances, such as alcohol and controlled drugs.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Individuals: adults; young people; men; women; posing a low risk of infection; posing a high risk of infection; with special needs.
Requirements: prescribing; legal; organisational.
Samples: breath; urine; blood; hair; saliva.

This is Drugs and Alcohol National Occupational Standard (DANOS) AE1.

HSC363a   Prepare to test for substance use

Performance Criteria

You need to show that:

1. you accurately identify those individuals to be tested for substance misuse
2. you schedule tests in accordance with requirements
3. you confirm that the environment in which the tests are to be carried out, and the procedures to be used comply with health, safety and security policies
4. you make arrangements for tests to be witnessed, where required
5. you confirm that those involved in carrying out tests are competent and fully understand their roles and the procedures to be followed
6. you confirm the availability of all necessary equipment for testing

HSC363b   Take samples for testing

Performance Criteria

You need to show that:

1. you confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures
2. you obtain any necessary consent for testing procedures from individuals, or from their carers or guardians where required
3. you explain clearly and precisely to individuals what they have to do to provide their samples
4. you provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested
5. you take samples according to clinical and organisational policies and procedures
6. you ensure that the samples are authentic and have not been contaminated
7. you promptly refer to relevant people if you suspect that samples are not authentic or have been contaminated
8. you test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures
9. you follow supplier's/manufacturer's instructions for use of equipment, where appropriate
10. you dispose of samples safely, in accordance with clinical and organisational policies and procedures

HSC363c   Communicate and record the results of testing

Performance Criteria

You need to show that:

1. you communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences
2. you respect individuals' rights and the required standards of confidentiality
3. you keep full and accurate records of tests and make reports in accordance with your organisation's policy and procedures

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- individuals' rights when being tested for substance use

Legislation and organisational policy and procedures

- the legal requirements relating to testing for substance misuse
- health, safety and security policies and how to ensure the testing environment and procedures meets these
- whom to refer to if you suspect that samples are not authentic or have been contaminated

Theory and practice

Communication and interpersonal relationships:

- the principles and processes of effective communication and how to apply them
- Information handling:
- the principles and standards of confidentiality and how to apply them
- the importance of keeping full and accurate records and how to do so
- Substance misuse:
- the purpose of testing and the consequences of non-compliance for individuals
- the importance of accurately identifying those individuals to be tested for substance use and how to do so
- the competences required of those involved in testing for substance use
- clinical and organisational procedures for testing for substance use
- when testing needs to be witnessed and how to make appropriate arrangements
- the importance of obtaining consent for substance testing, how to do so and when carers and/or guardians need to be involved
- the possible causes of false readings in the types of tests carried out
- the equipment required for testing for substance use and how to use this in accordance with supplier's/manufacturer's instructions
- how to dispose of samples safely

HSC364   **Identify the physical health needs of individuals with mental health needs**

About this unit
For this unit you need to identify an individual's physical health needs and their capability, or that of their carer, to address these needs within the limitations and risks of the individual's mental health needs. This unit is for you if you are responsible for identifying the physical health needs of individuals with mental health needs and determining appropriate courses of action to promote their physical health.

You will need to ensure that practice reflects up to date information and policies

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Appropriate explanation in relation to: the individual's current state of mental health; the person's personal beliefs and preferences; their age and level of understanding; their cultural and social background; their awareness and understanding of their mental and physical health.
Background information: the individual's medical records; other practitioners; the individual and/or their significant others.
Communicate: speech and language; actions, gestures and body language; space and position; written communication.
Inherent risks for: the individual; significant others; other practitioners.
Interests of the individual in relation to: confidentiality; successful outcome.
Level of risk: the nature of any subsequent intervention; the individual and significant others and their overall health and well-being; evidence from past practice and the interventions concerned; the setting(s) in which interventions will take place; the practitioners involved.
Particular requirements: the individual's mental health needs; the individual's personal beliefs and preferences; the individual's age, sex and physical condition; communication needs; emotional and psychological support; advocacy.
Physical health needs in relation to: a medical condition; physical disability; diet; lifestyle (e.g. exercise, living environment, substance misuse).
Priorities: the target groups for that service; the level of need for an individual to qualify for the service; organisational commitments and priorities; national commitments and priorities.
Services provided by: your own organisation; another agency.
Subsequent action: further assessment; referral; intervention or support; advice and guidance to enable the individual and/or significant others to undertake the appropriate health care.
Support you provide includes: verbal explanation; written information; accompanying the individual or arranging for this to happen.
This is Mental Health standard B1 (February 2003).
Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

_____

Significant others   Is used here to mean any individual(s) whom the individual wishes to involve in their care programme. This may include partner, relative and/or friend but also includes other members of the community or other workers such as volunteers, other care practitioners, advocate, interpreter, police or prison officer

Performance Criteria

You need to show that:

1. you maintain and update your knowledge about physical health and well-being as and when required

2. you encourage and support individuals and significant others to contribute to the identification of the individual's physical health needs

3. you obtain appropriate and necessary background information about the individual's physical health needs

4. you work with individuals and significant others to identify the individual's physical health needs and their particular requirements

5. your assessment of the individual's physical health needs provides a balanced picture, taking full and appropriate account of:
   - their mental health needs
   - their ability to undertake their own health care
   - the capability of significant others to meet the individual's health care needs
   - any risk to the individual, their carer, family, community or care practitioners

6. you seek advice and support from an appropriate source when the needs of the individual and the complexity of the case are beyond your role and capability

7. you use information on the individual's physical and mental health needs as a whole to inform subsequent action

8. you explain the agency and legislative requirements for sharing information with others

9. you negotiate agreement with the individual and significant others on the information which will need to be shared, and with whom

10. you maintain complete, accurate and legible records of your assessments in a format which allows other practitioners to use them easily

11. you communicate records of assessments only to those authorised to see them in accordance with organisational, professional and legal requirements for confidentiality of personal information

12. you communicate with individuals and significant others in a manner that emphasises the two way nature and role of the individual as an informed equal partner in the process

13. you explain the outcomes of the assessment to individuals in an appropriate manner, level and pace

14. you agree the subsequent action to be taken with the individual, based on:
   - the consent and wishes of the individual
   - the information gained from the assessment of the individual's physical health needs
   - input received from different professional roles
   - an evaluation of the level of risk inherent in each option
   - the resources available to meet the individual's physical health needs
   - the priorities of the services involved

15. if required, you agree the need to refer to another practitioner with the individual and give them appropriate support to understand and cooperate with the decision

16. you comply with agreed referral criteria and provide all necessary information when a referral to another practitioner is required

17. you provide appropriate advice and guidance when it is agreed that the individual and/or significant others are capable of undertaking the individual's health care

18. you agree a course of action with the individual and significant others which achieves a balance between the interests of the individual, any inherent risks and the legal duty of care

19. you maintain accurate, legible and complete records of agreements reached with individuals and the resulting actions to be taken

20. you communicate agreements and decisions about meeting the physical health needs of individuals with all those involved in implementing or monitoring the required actions, ensuring consistency with legal and organisational policies on confidentiality

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- the importance of acknowledging your own values and assumptions when carrying out an assessment, and strategies for dealing with these
- why the individual's views of their own needs should be listened to and due weight given to individual preferences and choices
- the importance of recognising and valuing difference and diversity
- who has the right of access to information held on records
- the rights of practitioners to refuse referrals and the reasons why this might be done (e.g. contract requirements, the assessment may put the individual at risk or not be for their benefit, insufficient resources)

Legislation and organisational policy and procedures

- relevant individual and mental health specific legislation and how this should inform and guide the assessment of need (such as The Mental Health Act, The Children Act etc.)
- your legal status and your powers and responsibilities in relation to decision-making and resource-holding
- the data protection act and its implications for the recording and storing of information
- your organisational status and your powers and responsibilities in relation to decision-making and resource-holding
- how the legislative framework affects agency policy, assessment strategies used and information gathered
- why it is important to record situations in which preferred options are not feasible due to agency policy or resource constraints
- the policy and procedures to follow in situations where informed consent cannot be obtained
- the roles, structures and functions of the different agencies to whom referrals may be made
- how to determine whether a referral is appropriate to services provided by the agency concerned

Theory and practice

- the principles of needs-led assessment and person-centred planning
- how an individual's physical and mental health needs may be linked and impact on one another and why it is important to be aware of this (e.g. chest infection in an older person could present as acute anxiety)
- how routine ageing processes can influence physical health and the impact this can have on mental health needs
- the background information which is necessary for the assessment to proceed effectively
- how to integrate and synthesise all of the information about an individual's physical and mental health needs so that they can be considered as a whole and what to do with pieces of information which seem inconsistent with the rest
- how to determine the subsequent actions which may be necessary depending on the outcomes from the assessment of individuals' physical health needs
- how to structure assessment records so that they contain all of the necessary information and are suitable for others to use
- the risks which there may be in various courses of action for the individual and how to assess these realistically
- how to balance risks, assess individuals' needs, resource availability and service priorities
- the purpose of agreeing with individuals if a referral to another practitioner is required and how to provide them with sufficient and relevant information for them to give their informed consent
- the purpose of recording agreements reached with individuals and how to do this effectively
- methods of communicating assessment information to others balancing the duty of confidentiality, any agreements made with the individual, risks and duty of care
- Services:
- the resources which are available to meet the individual's needs within your own and other services, including specific provision catering for older people.
- the priorities of the services for different groups and how these affect the services you are able to provide or refer to
- how to determine whether the individual's needs should be met even if resourcing of the service makes this difficult and what to do in these situations
- the arrangements which may need to be put into place for further assessment or interventions and the capacity of the service to provide these
- the quality, quantity and type of information which needs to be provided when making referrals and any differences that arise as a consequence of the information systems used by an agency
- Working with individuals
- how the nature of the relationship between the significant other(s) and the individual may alter the extent to which you ask them to be involved, or the individual would wish for them to be involved
- how to interpret signs from the individual as to their wishes, although they may not make these explicit
- how to encourage individuals and their significant others to assess their own needs and the reasons for doing this
- methods of explaining clearly to individuals and their significant others the outcomes of the assessment
- the different fears and concerns which individuals and their significant others will have about the assessment and its outcomes and how to recognise and respect these whilst at the same time being open and honest with those concerned
- how to encourage significant others to support the individual
- how to interpret the information provided by individuals and their significant others and feed this into the assessment process

HSC365   **Raise awareness about substances, their use and effects**

Elements of Competence

HSC365a   Identify individuals' knowledge and values about substances, their use and effects

HSC365b   Increase individuals' knowledge and understanding of substances, their use and effects

About this unit

For this unit you will need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances e.g. because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Substances: sedatives (e.g. alcohol and heroin); stimulants (e.g. amphetamines, cocaine, crack, ecstasy); hallucinogenics (e.g. LSD, magic mushrooms, solvents); prescription and 'over the counter' drugs.

Methods: smoking; eating or drinking; snorting or inhaling; injecting.

Effects of substances on their lives: relationships with their families and friends; physical health and well-being; emotional and psychological health and well-being; sexual health and well-being; education and development; housing and accommodation; disposable income; offending behaviour.

Reasons: enjoyment; experimentation and curiosity; defence mechanisms; environmental influences and pressures; rebellion; marketing and availability; comparative costs; dependency.

Services: drug and alcohol services; healthcare services; social care services; counselling and advice services; preventive services (e.g. education, customs and excise); criminal justice services.

This is Drugs and Alcohol National Occupational Standard (DANOS) AD1.

HSC365a Identify individuals' knowledge and values about substances, their use and effects

Performance Criteria

You need to show that:

1. you enable individuals to talk about and identify
   - what they know and understand about **substances**
   - the **methods** by which people take substances
   - the **effects** of different substances on people's lives
   - the **reasons** for people taking substances
   - who takes different types of substances
   - whether there is a difference between the use of different substances   and why this is the case
   - the different classifications of drugs under the legislative framework
   - attitudes to substance use and misuse

2. you ask individuals appropriate and searching questions about
   - the substances they have not mentioned
   - their reasons for believing some substances are preferable to others
   - what they mean when they use street terms for different substances, paraphernalia and modes of use
   - the source of their information and the accuracy of their sources

3. you enable individuals to explore
   - their feelings about substance use
   - their feelings and values about people who use substances
   - their feelings about why people use different substances

4. you reflect individuals' views about substance use back to them to confirm that they have been understood and interpreted correctly

5. you challenge individuals who discriminate against substance users

6. you explore with individuals the strong feelings they have in relation to particular issues and the reasons for these feelings

7. you acknowledge the experience and feelings of individuals who have suffered from others' use of substances

8. you interact with individuals throughout the process in a manner that
   - is appropriate to the individuals' background, culture, circumstances and needs
   - encourages an open exchange of views
   - minimises any constraints to communication
   - is free from discrimination and oppression
   - is non-judgemental
   - enables individuals to make their own contribution

HSC365b   Increase individuals' knowledge and understanding of substances, their use and effects

Performance Criteria

You need to show that:

1. you identify
   - the gaps in individuals' knowledge and understanding about substances, their use and effects
   - the values and beliefs of individuals that need to be challenged in their own interests and those of others
   - the learning styles that are most likely to help different individuals learn about substances and their use
   - the approaches that would enable different individuals learn about substances, their use and effects

2. you enable individuals to learn about
   - the different types of substances, their street names and how these change over time and in different places
   - the methods of using substances
   - the reasons people use substances
   - the effects that substances have on peoples' lives
   - the risks associated with multiple substance use
   - the range of **services** to address needs and issues related to substance use

3. you provide learning opportunities
   - at the time others need them
   - in a manner sensitive to their needs and confidence

4. you make sure that the content of the learning is accurate and based on up-to-date evidence

5. you remain open to the range of issues that individuals may wish to explore in relation to substance use and do not turn away from such issues

6. you encourage others to contact you and other relevant sources of support when they need to

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- the rights of individuals with whom you come into contact

Legislation and organisational policy and procedures

- legal and organisational requirements and policies requirements relevant to the functions being carried out
- the legislation (National and European) which relates to the work being undertaken (e.g. Misuse of Drugs Act, Medicines Act, Child Protection Act, Customs and Excise Act, Road Traffic Act, Crime and Disorder Act)
- government policy in relation to substance use: prevention and education; treatment, counselling, support and rehabilitation
- key organisations that are designed to deliver the government's strategy on drugs and alcohol on the ground (ie Drug Action Teams in England and Scotland, Drug Co-ordination Teams in Northern Ireland, Drug and Alcohol Action Teams in Wales)
- the differing responses which governments make to legal and illegal drugs, the reasons for this and the effect of this on treatment availability for different groups
- the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made

Theory and practice

- Substance use, its effects and treatments
- physical, social, psychological and emotional development of individuals and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings
- the different substances which are available and the effects they have on the body - stimulants, sedatives and hallucinogenics (including prescription and over-the-counter drugs)
- street names for substances, how these change over time and in different locations, the need to check out understanding with users re the terminology used
- the dangers of substance use: quantity, frequency, purity of the substances, polydrug use
- issues of quality in illegal substances; impurities, adulterants and dilutents and their difference; the interest which dealers have in maintaining the quality of the substances they sell
- methods of substance use (injecting, eating/drinking, snorting, inhaling, smoking) and the different risks associated with the different methods (blood borne diseases, physical harm to different parts of the body, reduced inhibitions/disorientation, death)
- the inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state (including dual diagnosis), physical health problems (including related diseases), energy levels at the time of consumption, body weight
- the reasons why individuals use substances: enjoyment, environment, curiosity, defence mechanism, rebellion, promotion and availability, cost in comparison to other substances
- the effect of gender on substance use and the different perceptions that relate to the different genders and their use of substances

- prevalence of substance use, age of use (particularly for children and young people) and relationship to substance type, relationship between (problematic) substance use and economic disadvantage and/or emotional deprivation
- the difference between prevalence of substances in different social classes dependent on the legality and nature of the different substances
- the relationship between the settings in which substances are used and the link of this to the activities of the individuals using substances: out-of-the-way places and lack of access to assistance when needed, implications of the setting on the use of substances (eg consumption in schools), risks associated with using machinery and equipment, lowering of inhibitions (eg sexual behaviour), over-exertion (eg use of ecstasy in dance clubs)
- evidence for the inter-connection of different substances over time
- methods of preventing/minimising the effect of substances that individuals use
- perceptions of non-users of substances on those who use substances (eg families perceptions of their children's use, stereotyping)
- the potential effects of substance use on others (eg neglect of children, domestic violence, street violence, theft, absenteeism from work)
- the difference between legal and illegal drugs, the reasons for the different classifications under law and the social construction of the law in relation to substance use
- the nature of dependence (psychological and physical) on substances
- different services that are available to address substance use: preventive, treatment and support
- the relationship between crime and antisocial behaviour and substance use: the risk factors that lead to crime and to substance use
- working to improve agency practice
- the role of the agency and its services and how they relate to other agencies and services in the sector (e.g. when working in schools, substance use awareness raising must comply with any school policies covering substance use education)
- how to monitor, analyse and evaluate implications of changes in the agency in which one works
- Working to improve individual practice
- your own role and responsibilities and from whom assistance and advice should be sought if you are unsure
- how to apply the principles of equality, diversity and anti-discriminatory practice to your own work
- the options you consider in your own work and the reasoning processes to be used
- how to evaluate your own competence, determine when further support and expertise is needed and the measures which may be taken to improve your own competence; how to evaluate the effectiveness of your own actions and learn from experience
- how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge
- the need to develop your own competence and skills in line with changes in evidence, knowledge and practice

HSC366   **Support individuals to represent their own needs and wishes at decision making forums**

Elements of Competence

HSC366a   Support individuals to identify and access information to enable them to represent their own needs and wishes

HSC366b   Support individuals to plan, prepare and present their needs and wishes

HSC366c   Support individuals to review their experiences and the outcomes

About this unit[1]

For this unit you need to support individuals to represent their own needs and wishes at decision-making forums.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Decision making forums can be: informal; formal; and include case conferences; appeal panels; court proceedings.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Decision making forums	Hearings and events where decisions are likely to be made about the individual, their situation and/or their family
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC366a   Support individuals to identify and access information to enable them to represent their own needs and wishes

Performance Criteria

You need to show that:

1. you support individuals and key people to understand the nature, proceedings, role and responsibilities of the **decision making forums** at which they wish to represent their needs and wishes
2. you support **individuals** to:
   - identify and communicate their needs, wishes and any information that would help them to present these
   - decide the outcomes they want to achieve
   - identify and communicate what information they have about their present situation and where there are gaps
3. you agree with individuals and **key people**:
   - what information they will be responsible for accessing
   - what you will be responsible for accessing
4. you support individuals and key people to:
   - collect, collate and analyse the information the individual will need to present their needs and wishes
   - identify any gaps and help individuals fill the gaps, as far as possible
5. you work with individuals in ways which respect their experience, expertise, background, culture and beliefs
6. you provide feedback to individuals where they seek your advice
7. where you are unable to provide appropriate feedback, you access other relevant support for individuals

HSC366b   Support individuals to plan, prepare and present their needs and wishes

Performance Criteria

You need to show that:

1. you support individuals and key people to review the options available for the presentation, taking account of the context in which it will be made
2. you agree with individuals your role and responsibilities, if any, in supporting them to represent their needs and wishes
3. you support individuals and key people to:
   - identify how the information they need is collected and used by the individual
   - identify any specialist expertise or equipment they need to represent their needs and wishes
   - rehearse what they will say to support their needs and wishes
   - identify perceived problems and how these may be overcome
4. you provide **active support**, as agreed, to enable individuals to represent their own needs and wishes at decision making forums

HSC366c   Support individuals to review their experiences and the outcomes

Performance Criteria

You need to show that:

1. you support individuals, key people and **others** to:
   - review their experience of the presentation
   - analyse the strengths of the presentation, and areas of difficulty
2. you work with all involved to:

- review and understand the key messages, decisions and outcomes from the decision making forum
3. agree actions when the outcomes were in favour of the individuals
4. agree what action should be taken, and by whom, to remedy any negative effects when the outcomes were not in the individual's favour
5. you ensure that all involved have a record of the outcome and decisions in an accessible and appropriate form
6. you record and report the processes and outcomes, outlining any implications for the individuals and the key people, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to present their own needs and wishes at decision making forums
- 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 their lives, actions and risks when supporting them to present their own needs and wishes at decision making forums
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to present their own needs and wishes at decision making forums
- how to deal with and challenge discrimination regarding the individuals representing themselves and presenting their own needs and wishes at decision making forums

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to represent their own needs and wishes at decision making forums
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - supporting individuals to present their own needs and wishes at decision making forums
- practice and service standards relevant to your work setting and for supporting individuals to represent their own needs and wishes at decision making forums

Theory and practice

- how and where to access information and support that can inform your practice when supporting individuals to represent their own needs and wishes at decision making forums
- how you can access, review and evaluate information about decision making forums, the type of presentations required, the individuals best interest in terms of supporting individuals to represent their own needs and wishes at decision making forums
- government reports, inquiries and research relevant to individuals representing their own needs and wishes at decision making forums
- how power and influence can be used and abused when working with individuals who wish to represent their own needs and wishes at decision making forums
- methods of:
  - supporting individuals to identify and express their needs and preferences they wish to present at decision making forums
  - understand how any risks associated with the decisions being made will need be addressed in their presentation
  - supporting individuals to identify and agree the outcomes they want to achieve
  - supporting individuals to use information from different sources in their presentation
  - supporting individuals to prepare for and plan presentations
  - supporting individuals to identify how their presentation of their needs and wishes is likely to impact on others
  - providing feedback that sustain the individual's confidence and independence
  - reviewing the outcomes of the presentations with the individual
  - reviewing with the individuals' your contribution to the process
- procedures through which individuals can contest the records of a presentation
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individuals to identify and present their needs, wishes and preferences
- factors that can affect the individual's ability to present their own needs and wishes at decision making forums and how to promote individuals' capacity to identify and present their own needs and wishes
- the role of independent advocates and interpreters in enabling individuals to present their own needs and wishes
- how to use role play and rehearsals to support individuals to prepare for   and to make presentations
- resources to which individuals can have access to enable them to make presentations of their needs and wishes
- recording, reporting and other documentary requirements related to the preparations for, procedures within and outcomes from decision making forums and how to communicate these to individuals, key people and others in ways that can be understood by all

HSC367   **Help individuals identify and access independent representation and advocacy**

Elements of Competence

HSC367a   Support individuals to identify their representational needs

HSC367b   Support individuals to identify and access independent representation and advocacy

HSC367c   Support individuals to evaluate the independent representation and advocacy

About this unit

For this unit you need to help individuals to identify and access independent advocacy to meet their representational needs.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC367a   Support individuals to identify their representational needs

Performance Criteria

You need to show that:

1.   you seek and acquire relevant information to assess whether independent representation and advocacy services can meet the needs of individuals

2.   you provide **active support** to enable **individuals** to identify their needs and preferences about how they can best be represented

3.   you support individuals and **key people** to understand and decide whether independent representation or advocacy services would be useful in meeting their representational needs

4.   you provide active support to enable individuals to identify where they believe they could benefit by being independently represented or having some advocate on their behalf

5.   where appropriate, you work with individuals to identify the purpose of any independent representation or advocacy

6.   you support individuals to identify and assess the advantages and disadvantages of involving an independent representative or advocate to represent their views

7.   you work with individuals to identify the processes and procedures involved in the activities for which the individual wishes to be independently represented of have an advocate represent their views

8. you seek advice and support from the appropriate people and organisations when you are unsure of how best to support the individual's wishes

HSC367b Support individuals to identify and access independent representation and advocacy

Performance Criteria

You need to show that:

1. you work with individuals to identify:
   - the areas that might benefit from the support of an independent representative or advocate
   - the skills and abilities an independent representative or advocate would need to enable the individual's views to be fully represented
2. you explore with the individuals the range of people who might be able to act appropriately as an advocate for them
3. you work with individuals to identify possible areas of conflict between themselves and their potential advocates
4. you approach the potential advocate or advocacy service on the individual's behalf when they do not want, or are unable, to do so themselves
5. you support individuals to identify the type of advocacy they want and to ensure that the advocate is able and willing to represent the individual appropriately
6. you introduce potential advocates to individuals, assuring them that it is their choice about the advocate and that they do not need to use them if they do not want to
7. where conflicts and problems emerge that you are unable to resolve, you pass them on to the appropriate people
8. you record and report on advocacy arrangements to appropriate people

HSC367c Support individuals to evaluate the independent representation and advocacy

Performance Criteria

You need to show that:

1. you encourage individuals and **others** included in the representation and/or advocacy arrangements to monitor and assess the effectiveness of the services received
2. you support individuals to evaluate the outcomes from the independent representation or advocacy against the outcomes they wished to achieve
3. you explore concerns regarding the effectiveness of the independent representation and advocacy arrangements with individuals, key people and the independent representative or advocate, within confidentiality agreements and according to legal and organisational requirements
4. you seek advice from appropriate people where there are continuing concerns regarding the independent representation or advocacy
5. you support individuals and key people to identify changes required to any independent representation or advocacy
6. you provide feedback on independent representation and advocacy arrangements for individuals
7. you record and report on the effectiveness of the independent representation or advocacy, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when helping individuals to identify and access independent representation and advocacy
- 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 their lives, actions and risks when helping individuals to identify and access independent representation and advocacy
- the rights of individuals to access advocacy and independent support
- how to work in partnership with individuals, key people and those within and outside your organisation to help individuals to identify and access independent representation and advocacy
- how to deal with and challenge discrimination when helping individuals to identify and access independent representation and advocacy

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when helping individuals to identify and access independent representation and advocacy
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - supporting individuals to select, access and use independent representation and advocacy
- practice and service standards relevant to your work setting and for accessing and using independent representation and advocates to support individuals
- how to access records and information relevant to the individual's needs and circumstances and their rights to select, access and use independent representation and advocacy

Theory and practice
- how and where to access information and support that can inform your practice when supporting individuals to identify and access independent representation and advocacy
- how you can access, review and evaluate information about independent representation, advocates and advocacy services
- government reports, inquiries and research relevant to individuals about using independent representation and advocacy
- how power and influence can be used and abused and how independent representation and the use of advocates can balance power differentials
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individuals to access independent representation and advocacy
- factors that can affect the individual's ability to present their own needs and wishes and the role of independent advocates and interpreters in enabling individuals to present their own needs and wishes
- factors to be taken account of when assessing whether independent representation or an

advocate will be beneficial in supporting the individuals' needs and preferences
- theories relevant to the individuals with whom you work, about the contribution and limitations of independent representation and advocacy in promoting the individual's independence and control over their lives
- methods of:
  - o actively supporting individuals to assess their need for independent representation and advocacy
  - o supporting individuals to express their needs and preferences about independent representation and advocacy
  - o providing accessible information about independent representation/ advocacy
  - o working with individuals to make an informed choice about the type of independent representation and advocacy that will be most effective in presenting what they want to achieve and how
  - o working to identify and negotiate conflicting interests which may arise with the independent representation and advocate
  - o actively supporting the individual to communicate their assessment of the effectiveness of the independent representation and advocacy
  - o negotiating and agreeing the role, scope of the independent representation and advocacy role with the individual

HSC368   **Present individuals' needs and preferences**

Elements of Competence

HSC368a   Identify, with individuals, the needs and preferences they want you to present

HSC368b   Act with and on behalf of individuals, according to their needs and wishes

HSC368c   Support individuals to review the effectiveness of the representation

About this unit[1]

For this unit you need to present the individuals' needs and preferences.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Decision making forums can be: informal; formal; and include case conferences; appeal panels; court proceedings.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a   supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Decision making forums	Hearings and events where decisions are likely to be made about the individual, their situation and/or their family
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC368a　　　Identify, with individuals, the needs and preferences they want you to present

Performance Criteria

You need to:

1. seek and acquire information about the procedures and practices of the **decision making forums** at which you will be representing the individual's needs

2. work with individuals to assess their needs and preferred outcomes from your representation

3. support individuals to understand, identify and communicate their needs, preferences and options for the representation

4. provide active support to enable individuals to participate in the decision-making about their representation

5. check your understanding of the needs and preferences of what these needs are and how you will represent their needs and preferences

6. clarify and make necessary changes where you or the individuals have misunderstood anything or think something needs changing

7. ensure that neither you nor the individuals will be compromised by your working on their behalf

8. where you feel you cannot represent the individual, you make clear your reasons for this and agree the best alternative

9. record and report the processes, agreements and outcomes, within confidentiality agreements and according to legal and organisational requirements

HSC368b   Act with and on behalf of individuals, according to their needs and wishes

Performance Criteria

You need to:

1. identify the purpose, scope and goals of the representation
2. identify methods, gather sufficient information, and evaluate key points to enable you to act on behalf of the individuals
3. prepare a case that represents the best interests of the individuals, ensuring that the case represents their views and preferences
4. support individuals to understand the preparations you have made and agree the best representation with individuals
5. take note of differences of opinion, ensuring that the individuals' views are clearly represented
6. support individuals to understand the procedures, practices and likely outcomes from the representation
7. ensure that representation and actions taken on behalf of individuals accurately represent their values, needs, preferences and interests
8. communicate the processes and outcomes from your representation in ways that can be understood by the individuals
9. record the processes and outcomes from the representation within confidentiality agreements and according to legal and organisational requirements

HSC368c   Support individuals to review the effectiveness of the representation

Performance Criteria

You need to:

1. encourage individuals to participate in monitoring and assessing the effectiveness of representation arrangements
2. support individuals to:
   - evaluate the outcomes achieved against the outcomes they wished to achieve
   - identify any changes required to the representation
   - explore any concerns you and individuals have about the effectiveness of the representation
3. support individuals to agree any actions that should be taken in relation to their concerns
4. seek and acquire advice from **others**, when the representation has not gone according to plan or individuals have raised concerns
5. record and report on the representation, its effectiveness and any changes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:
 Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when representing the needs and preferences of individuals
- 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 the representation of their needs and wishes
- the rights of individuals to access advocacy and independent support
- how to work in partnership with individuals, key people and those within and outside your organisation to provide effective representation of individuals
- how to deal with and challenge discrimination when representing individuals

 Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when representing the needs and wishes of individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - representing individuals
- practice and service standards relevant to your work setting and for representing the needs and preferences of individuals
- how to access records and information relevant to the individual's needs and circumstances that will enable you to better represent the individual's needs and preferences

Theory and practice
- how and where to access information and support that can inform your practice when representing the needs and preferences of individuals
- how you can access, review and evaluate information:
- on the decision making forums at which you will be representing the individuals' views
- that needs to be presented
- government reports, inquiries and research relevant to representing individuals' needs and preferences at the decision making forum where you will be presenting the individuals' needs and wishes
- how power and influence can be used and abused when representing the needs and preferences of individuals
- methods of:
  - understand how any risks associated with the decisions being made will need be addressed in the presentation
  - preparing for and planning representations generally, and specifically for the decision making forum that you will be representing the individual's needs at
  - providing feedback that sustain the individual's confidence and independence
  - reviewing the outcomes of the presentations with the individual
  - reviewing with the individuals your contribution to the process

- the role of independent advocates and interpreters in enabling individuals to present their own needs and wishes
- working in ways that actively support individuals to identify their needs and the outcomes they want to achieve
- promoting the participation of individuals in making decisions about what representations they want to make and how this should be done
- identifying, with individuals, whether or not it is appropriate for you to make the representations
- presenting representations on behalf of individuals in ways that enable them to retain as much control over their lives as possible
- monitoring and reviewing the effectiveness of the representation with individuals and others

HSC369   **Support individuals with specific communication needs**

Elements of Competence

HSC369a	Identify specific communication needs and methods
HSC369b	Support individuals, key people and others to communicate
HSC369c	Observe and evaluate individual communication needs

About this unit[1]
For this unit you need to work with people with specific communication needs where you will be required to support the individual and others to communicate.
Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication cues: generally applicable to most people; specific to particular group(s); specific to an individual.

Communication methods could include: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; repetitive behaviours; other non verbal forms of communication; human and technological aids to communication.

Human aids to communication include: people who sign; people who take notes; people who 'mouth'; people who speed type.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully**

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

before you begin working with the standards and to refer back to this section as required.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Communication cues	Actions and behaviour which indicate the communicator's thoughts, feelings and help the person receiving the communication to understand the message
Human aids to communication	Where people are used as specific aids to enable individuals, key people and others to communicate
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC369a   Identify specific communication needs and methods

Performance Criteria

You need to:

1.   identify and access information about the communication and language needs of **individuals**

2.   where information is not available, use other strategies and sources to identify the communication and language needs of individuals

3.   support individuals, **key people** and **others** to identify the communication method that best meets the individuals' needs

4.   observe individuals' behaviour and **communication cues** to help you to understand the message they are communicating

5.   seek appropriate support when:

6.   you have problems understanding and interpreting individuals' communications

7.   individuals have problems understanding you

8.   record and report on communication needs and processes within confidentiality agreements and according to legal and organisational requirements

HSC369b   Support individuals, key people and others to communicate

Performance Criteria

You need to:

1.   provide **active support** to enable individuals to:
   - express their wishes about who they wish to communicate with, and the ways in which they wish to communicate
   - identify and overcome barriers they have when communicating with others
   - develop and use communication methods and skills that will enable them to be understood by others

2.   provide opportunities for individuals to communicate with others

3.   acquire, correctly set up and use or help individuals to correctly set up and use, any specific equipment to enable them to communicate

4.   check that the equipment is working properly and, where there are problems, you take appropriate actions to remedy these

5.   access and use other specialist services and facilities, including **human aids to communication**, to enable individuals to communicate

6.   provide active support to enable individuals to communicate in new and changing situations and environments

7.   encourage individuals to:
   - engage with others and to respond appropriately
   - express their feelings and emotions in acceptable ways

8.   support other people who come into contact with individuals to:
   - communicate with individuals appropriately
   - understand and respect the specific communication needs of individuals
   - understand and interpret the individuals' communications

9.   use appropriate strategies and methods to be understood by the individuals

10. encourage people to allow sufficient time for the individuals to communicate their message, without interrupting

HSC369c   Observe and evaluate individual communication needs

Performance Criteria

You need to:

1. support individuals, key people and others to identify short, medium and long term communication needs of individuals

2. examine records and reports to enable you to observe appropriately and recognise changes in the individuals' communication needs

3. work with individuals and key people to observe and monitor any changes in the individuals' communication needs

4. observe and evaluate individuals' communications when they are communicating with:
   - yourself
   - key people
   - others

5. seek further help, advice and support when the individual's communication needs change

6. record and report changes to the communication needs of individuals within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:
 Values

 legal and organisational requirements on equality, diversity, discrimination and **rights:**
   - relating to individuals' and key people's language and communication preferences
   - on equal treatment for language and communication
   - how to ensure that the individuals' rights and preferences regarding their preferred method of communication and language are adhered to
   - why the individuals' rights and preferences are particularly important when individuals are using specific communication methods and language
   - how to provide active support to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language
   - methods and ways of communicating that:
     o support equality and diversity
     o are effective when dealing with, and challenging discrimination when communicating with, individuals and key people and when individuals are communicating with other people
   - how communication may alter because of the individual's personal beliefs and preferences
   - how cultural differences affect an individual's perception of 'normal' and 'abnormal', acceptable and unacceptable communication and how this affects the approaches you should adopt to work with individuals

 Legislation and organisational policy and procedures
   - codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when working with individuals with specific communication and language needs

- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety generally and specially when setting up and using communication equipment
- risk assessment and management for setting up and using communication equipment
- communicating with individuals using their preferred communication method and language
- working with others to provide integrated services
- practice and service standards relevant to your work setting and when supporting individuals with specific communication needs
- how to access records and information on the communication and language needs and preferences of individuals and key people

Theory and practice
- how and where to access information and support that can inform your practice when supporting individuals with specific communication needs
- how to access, review and evaluate information, services, equipment and support to meet specific communication and language needs generally, and for the specific individuals with whom you work
- government reports, inquiries and research relevant to working with people with specific language and communication needs
- theories relevant to the individuals with whom you work, about:
  o communication related to working with individuals with specific communication needs
- motivation, and how to encourage people with communication difficulties to communicate, including the use of positive reinforcement
- particular mental and physical illnesses, conditions, disabilities, injuries and diseases and the affect these can have on the individual's ability to communicate and to understand communication
- how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work
- power, and how it can be used and abused when working with individuals with specific communication and language needs
- factors that can affect the communication skills, abilities and development of the individuals with whom you are working and any resultant behaviour that might occur
- methods, equipment and aids (including human aids to communication) to support individuals to communicate
- how to arrange the environment to maximise communication and interaction
- conflicts and dilemmas created by difficulties in communication and language in your area of work
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individuals' communication and language needs to be met
- the effect which an inability to use recognised forms of language can have on the behaviour and attitude of an individual
- the ways in which communication can be modified and augmented for different needs and made interesting/stimulating to the individual
- the meaning of 'contact' and the different forms which it may take
- the appropriateness of physical contact with the individuals with whom you are working
- the nature of the communication differences of people who lack social understanding and imagination

HSC370   **Support individuals to communicate using technology**

Elements of Competence

HSC370a   Identify technological communication needs
HSC370b   Support individuals to communicate with others using technology
HSC370c   Help other people to interact with the individual using technology
HSC370d   Observe and evaluate the use of technology

About this unit[1]
For this unit you need to work directly with people who require technology to enable them to communicate.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication methods could include: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; repetitive behaviours; other non verbal forms of communication; human and technological aids to communication.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Communication cues	Actions and behaviour which indicate the communicator's thoughts, feelings and help the person receiving the communication to understand the message. In terms of technological aids it might be cues that the individual wants to speak etc
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC370a   Identify technological communication needs

Performance Criteria

You need to:

1. seek and acquire information about types of technological aids and support that could help **individuals** to communicate
2. enable individuals to understand the purpose and functions of different types of technology that could meet their communication needs
3. support individuals to identify:
    *   aspects of their daily living where technological communications might meet their needs
    *   their needs, wishes, preferences and choice about technological assistance that would help them to communicate
4. identify a range of options that meet:
    *   the individuals' needs and preferences
    *   health and safety requirements and guidelines
5. provide active support to enable individuals to identify and communicate the system they prefer
6. seek specialist support and advice to respond to requests for technological aids that are outside your competence to deal with

HSC370b   Support individuals to communicate with others using technology

Performance Criteria

You need to:

1. ensure that the selected technology is correctly installed and complies with health and safety requirements
2. provide active support to enable individuals to:
    *   learn and understand about the technology and how it works
    *   use the technology
    *   communicate any issues, queries or concerns they have about the use of the technology
3. check that individuals:
    *   understand how the technology should be used
    *   are using the technology correctly
4. where individuals have misunderstood the purpose and use of the technology, take appropriate action to remedy this
5. encourage and give constructive feedback to motivate individuals to continue using the technology
6. treat individuals with respect and dignity, and work at a pace and in a manner that best meets their needs and preferences

HSC370c   Help other people to interact with the individual using technology

Performance Criteria

You need to:

1. identify the communication needs of other people and support them to understand and participate in communications using technology
2. support **key people** and **others** to understand the specific nature and outcomes of the technology when communicating with individuals
3. work with key people and others to use appropriate methods to interpret the outcomes from the technological communications

4. where the individuals' technological communications are not easily understood and interpreted, work with key people and others to help them to overcome any problems

5. help key people and others to understand the individuals' messages and to respond appropriately

6. work with key people and others to enable them to understand any **communication cues** used by the individuals using technology

7. encourage key people and others to allow individuals the time they require to communicate using the technology

HSC370d   Observe and evaluate the use of technology

Performance Criteria

You need to:

1. observe and monitor the effectiveness of the technology when:
   - individuals are communicating with yourself, key people and others
   - you, key people and others are communicating with individuals

2. seek feedback, in the individuals' preferred communication media, on the effectiveness of the technology as an aid to communication

3. ensure that you, key people and others make necessary changes to:
   - improve the use and operation of the existing technology
   - change the technology being used

4. take appropriate and immediate action to report and deal with faulty equipment

5. seek and acquire specialist support where the scope of the technology and/or the communication difficulties are outside your competence to deal with

6. record and report on actions, processes and outcomes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination and **rights:**
- relating to individuals' and key people's language and communication preferences
- on equal treatment for language and communication
- how to ensure that the individuals' rights regarding their preferred technology and communication methods and language are adhered to
- why the individuals' rights and preferences are particularly important when individuals are using technological aids to communicate
- how to provide active support to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language
- methods and ways of communicating that:
  - support equality and diversity
  - are effective when dealing with, and challenging discrimination when communicating with, individuals and key people and when individuals are communicating with other people
- how communication may alter because of individuals' personal beliefs and preferences
- how cultural differences affect an individual's perception of 'normal' and 'abnormal', acceptable and unacceptable communication and how this affects the approaches you should adopt to work with individuals

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when working with individuals with specific communication and language needs
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety generally and specifically when setting up and using communication equipment
- risk assessment and management for setting up and using communication equipment
- supporting individuals to communicate using technology
- working with others to provide integrated services
- practice and service standards relevant to your work setting and when supporting individuals with specific communication needs
- how to access records and information on the communication and language needs and preferences of individuals and key people

Theories and practice

- how and where to access information and support that can inform your practice when supporting individuals using technology
- how to access, review and evaluate resources, information, services, equipment and support to meet specific communication and language needs generally, and the specific

technological needs of the individuals with whom you work

- government reports, inquiries and research relevant to working with people with individuals who need and use technology to communicate
- theories relevant to the individuals with whom you work, about:
- communication related to working with individuals who require technological aids to communicate
- motivation, and how to encourage people to use and communicate with technological aids, including the use of positive reinforcement
- particular mental and physical illnesses, conditions, disabilities, injuries and diseases and the affect these can have on the individuals' ability to communicate and to understand communication
- how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work
- power, and how it can be used and abused when working with individuals who use technology to communicate
- factors that can affect the communication skills, abilities and development of the individuals with whom you are working and any resultant behaviour that might occur
- conflicts and dilemmas created by difficulties in communication and language in your area of work
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals' communication and language needs to be met
- the types of technology that can be used to enable individuals to communicate
- type and range of technological devices appropriate to support people to communicate and how they work
- sources of further information/technological advice and when to call in specialist help
- range of methods for finding and diagnosing faults with the technology and what action to take to remedy them
- environmental factors that might affect the functioning and efficiency of the technology
- how to support individuals to evaluate the effectiveness of the technology in meeting their needs and preferences

HSC371   **Support individuals to communicate using interpreting and translation services**

Elements of Competence

HSC371a   Arrange interpreting and translation services for individuals
HSC371b   Communicate with others through interpreters
HSC371c   Support those involved to evaluate the quality of the outcomes and the effectiveness of the service

About this unit[1]

For this unit you need to arrange for and assist translators and interpreters to help individuals to communicate their needs wishes and concerns.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Preferred language, method of communication methods could include: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; repetitive behaviours; other non verbal forms of communication; human and technological aids to communication.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be support and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC371a   Arrange interpreting and translation services for individuals

Performance Criteria

You need to:

1.   access documents to identify individuals' interpretation and translation needs
2.   support **individuals** and **key people** to identify the preferred language, method of communication and any translation services needed
3.   provide **active support** to enable individuals to identify any interpreting and translation requirements they have in terms of:
     * their preferred language
     * their culture
     * their preferred method of communication
4.   identify, access and agree, terms and conditions for the use of suitably qualified people to meet the communication needs of individuals
5.   provide information about the individuals' specific requirements to interpreters and translators
6.   work with translators, interpreters and individuals to identify and arrange:
     * any specific support they need from you and others
     * any preparation that is required
     * any specialist equipment that is needed
7.   ensure that translators, interpreters and individuals are clear about:
     * confidentiality agreements
     * the storage and security requirements for confidential information
8.   legal and organisational requirements for the use of translation and interpretation service

HSC371b   Communicate with others through interpreters

Performance Criteria

You need to:

1.   provide information about the purpose and the nature of the interaction to the interpreter
2.   agree with the interpreter:
     * their role
     * any interventions they should make
     * the level of detail required in the communication
3.   explain to the interpreter specific terms and concepts that individuals might not understand
4.   clarify with the interpreter communications from individuals that you are not able to understand
5.   work with individuals, and support interpreters to work in ways that:
     * ensure the individuals' rights and choices are promoted
     * respect the individuals' experiences, expertise and abilities
6.   allow sufficient time for individuals to communicate all of their thoughts, views, opinions and wishes
7.   are inclusive and do not discriminate
8.   monitor the understanding of all involved and modify interactions to improve communication and understanding
9.   summarise, and ensure that all involved agree what has been communicated and any actions to be taken

HSC371c   Support those involved to evaluate the quality of the outcomes and the effectiveness of the service

Performance Criteria

You need to:

1.   encourage all involved to take part in evaluating the effectiveness of the interpretation and translation services provided

2.   review with individuals and key people the contribution the interpreting and translating services have made to the individuals' lives and communications

3.   work with all involved to identify and agree any changes that would improve the interpretation and translation services

4.   support individuals, key people and others to identify the implications from any agreed changes

5.   inform appropriate people of agreed changes and implement those that are within the scope of your role and responsibility to do so

6.   record and report on evaluation processes and outcomes within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination and **rights:**
- relating to individuals' and key people's language and communication preferences
- on equal treatment for language and communication
- how to ensure that the individuals' rights and preferences regarding their preferred method of communication and language are adhered to
- why the individuals' rights and preferences are particularly important when individuals are using translators and interpreters
- how to provide active support to enable individuals and key people to communicate their needs, views and preferences using their preferred method and media of communication and language
- methods and ways of communicating that:
  o support equality and diversity
  o are effective when dealing with and challenging discrimination when using translation and interpretation services are effective
- how communication may alter because of individuals' personal beliefs and preferences
- how cultural differences affect an individual's perception of 'normal' and 'abnormal', acceptable and unacceptable communication and how this affects the approaches you should adopt when working with individuals
- the reasons why translators and interpreters need to understand the background and culture of the people for whom the translation / interpretation is being done

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when commissioning and using translators and interpreters
- current local, UK legislation and organisational requirements, procedures and practices

for:

- data protection, including recording, reporting, storage, security and sharing of information on the communication and language needs, views and preferences of individuals
- health and safety generally and specially when setting up and using equipment to support interpreters and translators
- risk assessment and management for setting up and using interpretation and translation equipment
- communicating with individuals through translators and interpreters, using their preferred communication method and language
- working with others to provide integrated services
- practice and service standards relevant to your work setting and when supporting individuals to use interpreters and translators

Theory and practice

- how and where to access information and support that can inform your practice when using and communicating through interpreters and translators
- how to access, review and evaluate information, services, equipment and support about interpretation and translation services
- government reports, inquiries and research relevant to working with individuals who need interpreters and translators
- theories relevant to the individuals with whom you work, about:
- communication related to using and working with individuals who require interpreters and translators
- motivation, and how to encourage individuals to communicate through interpreters and translators, including the use of positive reinforcement
- particular mental and physical illnesses, conditions, disabilities, injuries and diseases and the affect these can have on the individuals' ability to communicate and to understand communication
- how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work
- power, and how it can be used and abused when working with individuals who require interpreters and translators
- factors that can affect the communication skills, abilities and development of the individuals and any resultant behaviour that may occur
- conflicts and dilemmas created by difficulties in communication and language in your area of work
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals' communication and language needs to be met
- the types of information interpreters/translators need to carry out interpretation/translation effectively
- how to arrange the environment for translation and interpretations
- the difference between simultaneous and consecutive interpreting and sight translation and when each may best be used
- different types and forms of communication that might require translation and interpretation services
- the role of interpreters and translators in interpreting and translating everything that is said or written, and when they may intervene
- how to assist translators and interpreters
- how to carry out, what indicators to use and what to record when evaluating and assessing interpreting and translation services
- the impact of and problems of communicating across different language and communications forms

HSC372   **Plan and implement programmes to enable individuals to find their way around familiar environments**

Elements of Competence

HSC372a   Assess the individual's ability to find their way around familiar environments

HSC372b   Develop and implement programmes to support individuals to find their way around familiar environments

HSC372c   Evaluate the effectiveness of programmes to meet planned outcomes

About this unit[1]

For this unit you need to support people with visual problems to find their way around familiar environments that are a part of their daily living.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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

Familiar environments could include: home; work; outdoor routes regularly used by individuals; frequently used social environments

Key people include: family; friends; carers; others with whom individuals have a supportive relationship

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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 being used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Familiar environments	The areas in which people wish to be able to travel and move around in independently and which are essential to their daily living and independence.
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be supported and cared for in the way they choose • access information about themselves • communicate using their preferred methods of communication and language

HSC372a   Assess the individual's ability to find their way around familiar environments

Performance Criteria

You need to:

1.   support **individuals** to assess and communicate their needs, preferences, skills and abilities to find their way around **familiar environments**

2.   identify, access and use appropriate information and advice to enable you to assess the individual's skills and abilities to find their way around environments

3.   communicate the purpose of the assessment to individuals and **key people** and **others**

4.   assess, and provide **active support** to enable individuals to assess the risks involved in finding their way around familiar environments in ways that encourage them to explore and accept the use of new techniques and skills

5.   record and report assessments and planned programmes within confidentiality agreements and according to legal and organisational requirements

HSC372b   Develop and implement programmes to support individuals to find their way around familiar environments

Performance Criteria

You need to:

1.   work with individuals to develop programmes that actively support their needs, circumstances and preferences ensuring that the objectives and expected outcomes:
   - match the needs identified
   - take account of identified risks
   - are realistic and achievable

2.   make the best use of available resources when developing the programmes with, and for individuals

3.   actively support individuals to:
   - participate in the development of the programme
   - understand and agree the programme, its objectives and the expected outcomes
   - identify methods of learning that are appropriate to their needs and preferences

4.   actively support individuals to carry out the programmes that have been agreed, taking account of their needs and preferences

5.   support individuals to identify and explore barriers to progress

6.   agree and make changes in response to individuals' needs, preferences, progress and performance

7.   you give positive and constructive feedback to individuals throughout the programme

8.   you seek and acquire additional help and advice in areas that are outside your competence to deal with

HSC372c   Evaluate the effectiveness of programmes to meet planned outcomes

Performance Criteria

You need to:

1.   seek and obtain feedback from individuals, key people and others about:
   - the support you have given
   - the activities the individuals have undertaken
   - the effectiveness and usefulness of the programme

2.   observe individuals, note progress and check, with individuals and others, that your observations are accurate

3.   work with individuals to evaluate the impact of the programme

4.   agree and make changes to the programme in accordance with feedback

5. seek and acquire additional help and advice in areas that are outside your competence to deal with

6. record and report on the observations, evaluations and outcomes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by the values and ethics. This specification details the knowledge and understanding required to carry out competent practice in for 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when planning and implementing programmes to enable individuals to find their way around familiar environments
- 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 their lives, actions and risks when planning and implementing programmes to enable individuals to find their way around familiar environments
- dilemmas between the individual's rights and their responsibilities for their own care and protection and your role and responsibilities in planning and implementing programmes to enable individuals to find their way around familiar environments
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to find their way around familiar environments
- how to deal with and challenge discrimination when planning and implementing programmes to enable individuals to find their way around familiar environments

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when planning and implementing programmes to enable individuals to find their way around familiar environments
- current local, UK legislation and organisational requirements, procedures and practices for:
  o data protection, including recording, reporting, storage, security and sharing of information
  o health and safety
  o risk assessment and management
  o protecting individuals from danger, harm and abuse
  o planning and implementing programmes to enable individuals to find their way around familiar environments
  o working with others to provide integrated services
- how to access records and information on the needs, views and preferences of individuals about their skills, abilities and capabilities to find their way around familiar environments

  ### Theory and practice
- how and where to access information and support that can inform your practice when planning and implementing programmes to enable individuals to find their way around familiar environments
- how you can access, review and evaluate information about the training you need to use aids and equipment and to train others in their use
- government reports, inquiries and research relevant to planning and implementing

programmes to enable individuals to find their way around familiar environments
- theories relevant to the individuals with whom you work, about:
  - physiological and psychological factors affecting the skills and abilities of individuals to find their way around environments
  - physical movement and mobility for individuals with visual impairments
  - motivation and the use of positive and negative feedback and its potential affect on the individuals with whom you are working
- ecological and environmental conditions important to your work
- the implications of particular eye and health conditions for individuals' movement, skills and abilities to find their way around environments
- instruction and how to put together individualised programmes to support visually impaired people to find their ways around familiar environments
- how power and influence can be used and abused when planning and implementing programmes to enable individuals to find their way around familiar environments
- the role of relationships and support networks in promoting the well-being of individuals with whom you work
- conditions and issues you are likely to face when planning and implementing programmes to enable individuals to find their way around familiar environments
- how to support, encourage and motivate individuals who are stressed and distressed
- how to work in partnership with individuals, key people and those within and outside your organisation when planning and implementing programmes to enable individuals to find their way around familiar environments
- principles for the safe support and handling of individuals and equipment
- implications of a range of additional disabilities and/or medical conditions that may affect the mobility of a person with visual impairment
- implications of light, colour and contrast on the mobility of a person with visual impairment
- the difference between what constitutes an obstacle and an environment
- important factors in setting up environments to meet individual needs
- ways of helping individuals to identify, negotiate and minimise hazards
- why and who defective equipment should be reported to
- how to maximise the individuals input into the development, implementation and evaluation of programmes

HSC373   **Plan and implement programmes to enable individuals to find their way around unfamiliar environments**

Elements of Competence

HSC373a   Assess the individual's ability to find their way around unfamiliar and different environments

HSC373b   Develop and implement programmes to support individuals to find their way around unfamiliar and different environments

HSC373c   Evaluate the effectiveness of programmes to meet planned outcomes

About this unit[1]

For this unit you need to support people with visual problems to find their way around unfamiliar and different environments.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in the way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Unfamiliar and different environments	The areas in which people wish to be able to travel and move around in independently and that are unfamiliar and different and maybe only occur occasionally, so they require strategies, techniques and skills over and above those required for people negotiating familiar environments

HSC373a   Assess the individual's ability to find their way around unfamiliar and different environments

Performance Criteria

You need to:

1. support **individuals** to communicate their needs and preferences about the types of **unfamiliar and different environments** they wish to find their way around

2. provide **active support** to enable individuals to assess and communicate their needs, preferences, skills and abilities to develop and use strategies that will support them to find their way around unfamiliar and different environments

3. identify, access and use information and advice appropriately to enable you to assess individuals' skills and abilities to develop and use strategies that will enable them to find their way around the specified environments

4. communicate the purpose of the assessment to individuals and **key people** and **others**

5. assess, and support individuals to assess, the risks involved in finding their way around unfamiliar and different environments in ways that encourage them to explore and accept the use of new techniques, strategies and skills

6. record and report assessments and planned programmes within confidentiality agreements and according to legal and organisational requirements

HSC373b   Develop and implement programmes to support individuals to find their way around unfamiliar and different environments

Performance Criteria

You need to:

1. work with individuals to develop programmes that support their particular needs, circumstances and preferences ensuring that the objectives and expected outcomes:
    *   match the needs identified
    *   take account of identified risks
    *   are realistic and achievable

2. make the best use of available resources when developing the programmes with, and for individuals

3. actively support individuals to:
    *   participate in the development of the programme
    *   understand and agree the programme, its objectives and the expected outcomes

4. identify methods of learning that are appropriate to their needs and preferences

5. actively support individuals to carry out the programmes that have been agreed, taking account of their needs and preferences

6. support individuals to explore, identify and communicate any barriers to progress

7. agree and make changes in response to the individual needs, preferences, progress and performance

8. give positive and constructive feedback to individuals throughout the programme

9. seek and acquire additional help and advice in areas that are outside your competence to deal with

HSC373c   Evaluate the effectiveness of programmes to meet planned outcomes

Performance Criteria

You need to:

1. seek and obtain feedback from individuals, key people and others about:
    *   the support you have given
    *   the activities the individuals have undertaken
    *   the effectiveness and usefulness of the programme

2. observe individuals, note progress and check, with individuals and others, that your observations are accurate
3. work with individuals to evaluate the impact of the programme
4. agree and make changes to the programme in accordance with feedback
5. seek and acquire additional help and advice in areas that are outside your competence to deal with
6. record and report on the observations, evaluations and outcomes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when planning and implementing programmes to enable individuals to find their way around unfamiliar environments
- 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 their lives, actions and risks when planning and implementing programmes to enable individuals to find their way around unfamiliar environments
- dilemmas between individuals' rights and their responsibilities for their own care and protection and your role and responsibilities in planning and implementing programmes to enable individuals to find their way around unfamiliar environments
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to find their way around unfamiliar environments
- how to deal with and challenge discrimination when planning and implementing programmes to enable individuals to find their way around unfamiliar environments

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when planning and implementing programmes to enable individuals to find their way around unfamiliar environments
- current local, UK legislation and organisational requirements, procedures and practices for:
  o data protection, including recording, reporting, storage, security and sharing of information
  o health and safety
  o risk assessment and management
  o protecting individuals from danger, harm and abuse
  o planning and implementing programmes to enable individuals to find their way around unfamiliar environments
  o working with others to provide integrated services
- how to access records and information on the needs, views and preferences of individuals about their skills, abilities and capabilities to find their way around unfamiliar environments

Theory and practice
- how and where to access information and support that can inform your practice when

planning and implementing programmes to enable individuals to find their way around unfamiliar environments

- how you can access, review and evaluate information about the training you need to use aids and equipment and to train others in their use
- government reports, inquiries and research relevant to planning and implementing programmes to enable individuals to find their way around unfamiliar environments
- theories relevant to the individuals with whom you work, about:
  - o physiological and psychological factors affecting the skills and abilities of individuals to find their way around environments
  - o physical movement and mobility for individuals with visual impairments
  - o motivation and the use of positive and negative feedback and its potential affect on the individuals with whom you are working
  - o ecological and environmental conditions important to your work
  - o the implications of particular eye and health conditions for individuals' movement, skills and abilities to find their way around differing environments
  - o transferable strategies that individuals can use to enable them to learn about and find their way around new, unfamiliar and different environments
  - o instruction and how to put together individualised programmes to support visually impaired people to find their ways around familiar environments
- how power and influence can be used and abused when planning and implementing programmes to enable individuals to find their way around unfamiliar environments
- the role of relationships and support networks in promoting the well-being of the individuals with whom you work
- conditions and issues you are likely to face when planning and implementing programmes to enable individuals to find their way around unfamiliar environments
- how to support, encourage and motivate individuals who are stressed and distressed
- how to work in partnership with individuals, key people and others when planning and implementing programmes to enable individuals to find their way around unfamiliar environments
- principles for the safe support and handling of individuals and equipment
- implications of a range of additional disabilities and/or medical conditions that may affect the mobility of a person with visual impairment
- implications of light, colour and contrast on the mobility of a person with visual impairment
- important factors in setting up environments that meet individual needs independence and social needs
- ways of helping individuals to identify, negotiate and minimise hazards in new, unfamiliar and different environments
- the difference between what constitutes an abstract and an environmental hazard
- who defective equipment should be reported to and why
- how to maximise the individual's input into the development, implementation and evaluation of programmes

HSC374   Provide first aid to an individual needing emergency assistance (Imported unit)

About this unit
For this unit you need to be able to provide first aid to meet an individual's requirements

You will need to ensure that your practice reflects up to date information and policies

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area
Appropriate others with regard to the need to determine and confirm death of the individual could include mortuary attendants, receiving doctors and police officers
Assistance can be from: other first aid qualified personnel; qualified ambulance personnel; paramedic; doctor/clinician; first contact nurse
Condition   conditions could include: shock; injuries/blockages to the respiratory system; injuries to soft tissues/organs and haemorrhaging; injuries to bones, muscles and joints; burns or scalds; illness or medical conditions
First aid could include: stabilisation prior to receiving specialist emergency assistance (e.g. placing in recovery position, clearing airway); protection and treatment of minor injuries (e.g. immobilisation of limbs, cleaning and covering of open wounds, applying compresses to minimise swellings); direction/referral to other health services for the treatment/care of major injuries
Individual   could include: child or young person; adult of a working age; older person
Standard precautions and health and safety measures   including: hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling contaminated items; disposing of waste; safe moving and handling techniques and untoward incident procedures

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.
Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard CHS35

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[1] If you are working with children and young people the term "individuals" covers children and young people and   key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Performance Criteria

You need to show that:

1. you identify and respond appropriately to any risks to your own or others' safety

2. you obtain the individual's informed consent before working with them

3. you perform a systematic and thorough check of the individual's airway, breathing and circulation

4. you form an accurate, full and balanced assessment of the nature and severity of the individual's **condition**

5. you prepare the individual, yourself, materials and equipment in a manner appropriate to their needs, **condition** and the intended **first aid**

6. you place the individual in a safe position which does not adversely affect their **condition**

7. you provide **first aid** in a manner that is consistent with:

   - legislation

   - your level of competence

   - achieving the optimum outcome for the individual

8. you apply universal precautions to the control of infection and prevention of contamination

9. you respect the privacy, dignity, wishes and beliefs of individuals when working with them

10. you interact with individuals:

    - in a calm and reassuring manner

    - by actively listening and responding to what the individual says, observing his/her behaviour and reactions

11. you support the individual throughout, encouraging them to promote their own health and well being

12. you monitor, identify and respond to any changes in the individual's condition

13. you determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform an appropriate other of the need for them to make this confirmation

14. summon additional and specialist assistance immediately where an individual's needs exceeds your competence, providing support and first aid as required until such assistance arrives

15. provide accurate and clear information about the individual's health status and needs when transferring them into the care of others

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- a working understanding of the legislation regarding confidentiality and information sharing, the provision of services, the rights of the individual, protection issues, anti-discriminatory practice, informed consent, relevant mental health legislation and care programme approach
- a working understanding of the ethics concerning consent and confidentiality, and the tensions which may exist between an individual's rights and the organisation's responsibility to individuals
- a working understanding of the importance of gaining assent from individuals who lack capacity to consent

Legislation and organisational policy and procedures
- a working understanding of how to interpret and apply legislation to the work being undertaken
- a working understanding of the policies and procedures to be followed when immobilising injuries

Theory and practice

Generic healthcare knowledge and understanding
- a working understanding of basic features of anatomy and physiology as relevant to the provision of non-specialist first aid
- an in-depth understanding of the importance of informed consent and how to gain it
- a factual awareness of the priorities in life support
- an in-depth understanding of the importance to the outcome for the individual of clear, accurate and effective communication at the point of handover to others
- a factual awareness of the pulse sites and rate norms for different types of individual

Specialist healthcare knowledge and understanding
- a working understanding of the different positions into which an individual with particular conditions should be put to achieve the best possible outcome for them including shock, individuals who are unconscious but breathing, severe bleeding, suspected head/spinal injuries
- a working understanding of how to manoeuvre an individual safely, quickly and effectively into the appropriate position
- a working understanding of the causes of shock and the factors which may indicate an individual is in shock
- a working understanding of the clinical signs of:
  o asphyxia
    o bleeding/hypovolaemic shock
    o internal bleeding
    o fracture
    o dislocation
    o sprain
    o strain
    o brain injury
- a working understanding of how to recognise the appropriate sterile dressing to be used in relation to particular injuries

- a factual awareness of the location of pressure points and their use in stopping bleeding
- a working understanding of the factors affecting bleeding from different parts of the body
- an in-depth understanding of how external bleeding could affect the individuals circulation
- a working understanding of how the human body reacts to a wound in order to stop the bleeding and limit further damage
- a working understanding of the complications associated with fractures and dislocations and means of detection
- a working understanding of the main indicators available to aid in the assessment of:
  - cerebro-vascular incident
  - cardiac condition
  - epileptic fit
  - diabetic emergency
  - infant convulsions
  - chronic obstructive airway disease
  - anaphylactic shock
- an in-depth understanding of the limits of first aid and the importance of summoning additional and specialist assistance without undue delay

Procedures and techniques

- a working understanding of the procedure involved in checking whether an individual is conscious and breathing
- a working understanding of basic ventilation techniques and procedures for the control of hyperventilation
- a working understanding of the procedure for conducting a head to toe assessment of the individual including any questions that should be asked of the individual
- an in-depth understanding of the importance of prioritising individuals in need of emergency assistance and what methods to use in doing this
- a working understanding of the procedures for dealing with foreign bodies in the eye and in wounds
- an in-depth understanding of the procedure involved in providing artificial ventilation
- a factual awareness of the ventilation: compression ratio and rate for different types of individual
- a working understanding of the procedure to establish the correct hand/finger placement for external chest compression
- a factual awareness of the personal safety procedures to be followed when dealing with burns
- a working understanding of the procedures for dealing with different categories and types of burn and scald

HSC375   Administer medication to individuals (Imported unit)

About this unit
For this unit you need to prepare for, administer and monitor the effects of medication on individuals. You will also have to be able to record on and store medications correctly. The unit applies to all medication used for and by individuals, both prescribed and non-prescribed. This unit is intended to be used in a variety of care settings including hospitals, nursing and residential homes, hospices, and community settings including the individual's own home and GP surgeries. It does not cover the use and administration of intra-venous medication.
You will need to ensure that practice reflects up to date information and policies

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Adverse reactions may include: swelling; allergic skin reaction; tachycardia / bradycardia; anaphylaxis; hypertension / hypotension; pain on injection
Appropriate action may include: call for help; deal with collapse
Equipment may include**:** medicine trolley; medicine pots; spoons; syringes; containers; wipes; drinking glasses; water jug; disposal bag; medication administration record sheets/charts
Immediate problems may include: refusal to take medication; inability to take the medication e.g. nil by mouth; asleep; collapse; anaphalaxis
Methods (check identity) may include: verbally with the individual; using other communication methods; identification bracelet
Physiological measurements may include: blood pressure – possibly lying and standing; pulse rate; temperature; respiratory rate – some of these will be taken before administration; others will be taken after; monitored before; monitored after
Relevant staff may include: person in charge (e.g. nurse, midwife, social worker); pharmacist; medical staff
Routes may include: oral; topical – including skin creams; eye/ear or nasal drops; inhaled; for injection – intra-muscular/sub-cutaneous
Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures
Storage conditions may include: security; temperature; light; and issuing and accounting for drugs

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.
Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit

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[1]   If you are working with children and young people the term "individuals" covers children and young people and key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard CHS3

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes: items 'contaminated' with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated
Individuals	The person who is to receive the medication, this might be an adult or child
Medication administration record	Denotes the term used for the documentation on which the medication has been ordered/prescribed – this will vary across care settings and environments,such as hospital and community settings, including medications prescribed by GPs and dispensed by community pharmacists where the instructions will be found on the medication packaging
Medication information leaflet	Contained inside bought and some prescribed medications
Personal protective clothing	Includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to show that:

1. you apply **standard precautions** for infection control, any other relevant **health and safety measures**

2. you check that all **medication administration records** or protocols are available, up to date and legible

3. you report any discrepancies or omissions you might find to the person in control of the administration and to relevant staff as appropriate

4. you read the medication administration record or **medication information leaflet** accurately, referring any illegible directions to the appropriate member of staff before administering any medication

5. you check and confirm the identity of the individual who is to receive the medication with the individual themselves, and your assistant (if applicable), using a variety of methods, before administering medication

6. you check that the individual has not taken any medication recently and be aware of the appropriate timing of medication
7. you obtain the individual's consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns
8. you select, check and prepare correctly the medication according to the medication administration record or medication information leaflet.
9. you select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary
10. you safely administer the medication
11. following the written instructions and in line with legislation and local policies
12. in a way which minimises pain, discomfort and trauma to the individual
    - you report any immediate problems with the administration
    - you check and confirm that the individual actually takes the medication and does not pass medication to others
    - you monitor the individual's condition throughout, recognise any adverse effects and take the appropriate action without delay
    - you clearly and accurately enter relevant information in the correct records
    - you maintain the security of medication throughout the process and return it to the correct place for storage
    - you monitor and rotate stocks of medication, maintain appropriate storage conditions and report any discrepancies in stocks immediately to the relevant staff
    - you dispose of out of date and part-used medications in accordance with legal and organisational requirements
    - you return medication administration records to the agreed place for storage and maintain the confidentiality of information relating to the individual at all times

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to the administration of medication, including:
    - drug storage (such as medical and legal regulations, local pharmacy policy)
    - drug handling, preparation and administration
    - health and safety when dealing with drugs (e.g. COSHH)
- a working understanding of your responsibilities and accountability in relation to the current European and national legislation, national guidelines and local policies and protocols

Theory and practice
- a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- a working understanding of the importance of applying standard precautions to the administration of medication and the potential consequences of poor practice, including safe methods of handling and disposing of hazardous equipment and materials, such as sharps and medication
- a working understanding of the hazards and complications which may arise during the administration of medications and how you can minimise such risks

Care and support

- a working understanding of the importance of offering effective verbal and non-verbal support and reassurance to individuals, and appropriate ways of doing so, according to their needs
- a working understanding of the importance of communicating effectively and how communication differences may be overcome
- a working understanding of the factors which may compromise the comfort and dignity of individuals during drug administration - and how the effects can be minimised

Pharmacology
- a working understanding of the common types of medication and rules for their storage
- a working understanding of the effects of common medication relevant to the individual's condition
- a working understanding of medications which demand for the measurement of specific physiological measurements and why these are vital to monitor the effects of the medication
- a working understanding of the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required
- a working understanding of the common side effects of the medication being used
- a working understanding of the different routes of medicine administration
- a working understanding of the information which needs to be on the label of medication, both prescribed and non-prescribed, and the significance of the information

Materials and equipment
- a working understanding of the various aids to help individuals take their medication
- a working understanding of the types, purpose and function of materials and equipment needed for the administration of medication via the different routes
- a working understanding of the factors which affect the choice of materials and equipment for the administration of medication to individuals

Procedures and techniques
- a working understanding of how to read prescriptions/medication administration charts to identify:
  - o   the medication required
  - o   the dose required
  - o   the route for administration
  - o   the time and frequency for administration
- a working understanding of how to prepare the medication for administration using a non-touch technique
- a working understanding of how you would check that the individual had taken their medication
- a working understanding of how you dispose of different medications

Reporting, recording and documentation
- a working understanding of the importance of correctly recording your activities as required
- a working understanding of the importance of keeping accurate and up to date records
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC376   Obtain venous blood samples

About this unit
For this unit you need to use venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations as part of their care plan, or from potential donors in blood and blood component donor sessions.
Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Adverse reaction/event may include: those related to venepuncture / phlebotomy – haematoma; arterial puncture; pain; nerve damage; re-bleed; allergy; phlebitis; vaso-vagal reaction; anxiety/fear
Appropriate action may include: checking tourniquet is providing sufficient venous engorgement; removing collection system and starting again at a different site; obtaining support from a more experienced practitioner
Blood collection system may include: needles and syringes; vacu-container systems; 'butterflies'
Dressing may include: standard plaster; hypoallergenic plaster; gauze; bandage
Materials and equipment   may include: those for preparing and caring for the venous access site; documentation and labelling; needles and syringes/vacu-containers.
Packaging may include: bio- hazard bags; trays; sample racks.
Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques; untoward incident procedures
Tourniquets may include: re-useable and disposable tourniquets specifically designed for the purpose

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.
Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard BD11

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[1] If you are working with children and young people the term "individuals" covers children and young people and   key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes: items 'contaminated' with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated
Individual	The person from whom the venous blood sample has been obtained, this can include blood donors or prospective donors, and clients/patients in other care settings
Personal protective clothing	Includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all in one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to show that:

1. you apply **standard precautions** for infection control, any other relevant **health and safety measures**
2. you select and prepare an appropriate site for obtaining the venous blood, immediately before the blood is obtained, in line with organisational procedures
3. you apply, use and release a tourniquet at appropriate stages of the procedure
4. you gain venous access using the selected blood collection system, in a manner which will cause minimum discomfort to the **individual**
5. you obtain the blood from the selected site:
   - in the correct container according to investigation required
   - in the correct volume
   - in the correct order when taking multiple samples
6. you take appropriate action to stimulate the flow of blood if there is a problem obtaining blood from the selected site, or choose an alternative site
7. you mix the blood and anti-coagulant thoroughly WHEN anti-coagulated blood is needed
8. you promptly identify any indication that the individual may be suffering any adverse reaction/event to the procedure and act accordingly
9. you remove blood collection equipment and stop blood flow with sufficient pressure at the correct point and for the sufficient length of time to ensure bleeding has stopped

10. you apply a suitable dressing to the puncture site according to guidelines and/or protocols, and advise the individual about how to care for the site
    - you label blood samples clearly, accurately and legibly, using computer prepared labels where appropriate
    - you place samples in the appropriate packaging and ensure the correct request forms are attached
    - you place samples in the nominated place for collection and transportation, ensuring the blood is kept at the required temperature to maintain its integrity
11. you document all relevant information clearly, accurately and correctly in the appropriate records
12. you ensure immediate transport of the blood to the relevant department when blood sampling and investigations are urgent

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- a factual knowledge of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to obtaining venous blood
- a working knowledge of your responsibilities and accountability in relation to the current European and national legislation, national guidelines and local policies and protocols

Theory and practice
- a working knowledge of the importance of obtaining positive confirmation of individuals' identity and consent before starting the procedure, and effective ways of getting positive identification
- a factual knowledge of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- a working knowledge of the importance of applying standard precautions and the potential consequences of poor practice
- a working knowledge of how infection is spread and how its spread may be limited - including how to use or apply the particular infection control measures needed when working with blood

Anatomy and physiology
- a factual knowledge of the structure of blood vessels
- a factual knowledge of the position of accessible veins for venous access in relation to arteries, nerves and other anatomical structures
- a factual knowledge of blood clotting processes and factors influencing blood clotting

Care and support
- a working knowledge of the extent of the action you can take, which includes any information you may give, particularly in relation to clinical issues
- a working knowledge of the contra-indications and changes in behaviour and condition, which indicate that the procedure should be stopped, and advice sought
- a working knowledge of the concerns which those giving blood/donors may have in relation to you obtaining venous blood
- a working knowledge of how to prepare those giving blood/donors for obtaining venous blood, including how their personal beliefs and preferences may affect their preparation
- a working knowledge of what is likely to cause discomfort to individuals during and after obtaining venous blood, and how such discomfort can be minimised
- a working knowledge of common adverse reactions/events to blood sampling, how to

recognise them and the action(s) to take if they occur

Materials and equipment

- a working knowledge of the type and function of different blood collection systems
- a working knowledge of what dressings are needed for different types of puncture sites, how to apply and what advice to give individuals on caring for the site

Procedures and techniques

- a working knowledge of the factors to consider in selecting the best site to use for venous access
- a working knowledge of the equipment and materials needed for venepuncture /phlebotomy and how to check and prepare blood collection systems
- a working knowledge of the importance of ensuring venous access sites are cleaned effectively, and how and when this should be done
- a working knowledge of the correct use of tourniquets
- a working knowledge of the importance of correctly and safely inserting and removing needles
- a working knowledge of how to recognise an arterial puncture, and the action to take if this occurs
- a working knowledge of the factors involved in the procedure which could affect the quality of the blood
- a working knowledge of the remedial action you can take if there are problems in obtaining blood
- a working knowledge of the complications and problems may occur during venepuncture, how to recognise them and what action(s)to take
- a working knowledge of when and how to dress venous puncture sites

Reporting, recording and documentation

- a working knowledge of the information that needs to be recorded on labels and other documentation
- a working knowledge of the importance of completing labels and documentation clearly, legibly and accurately
- a working knowledge of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC377   **Encourage and support individuals undergoing dialysis therapy at home (Imported unit)**

About this unit
For this unit you need to encourage and support individuals undergoing dialysis therapy, both haemodialysis and Continuous Ambulatory Peritoneal Dialysis (CAPD), to optimise their own health and enabling them, and their carers, to carry out dialysis procedures at home. The unit also covers supporting individuals undergoing dialysis, and their carers, to adjust to changes brought about by the individuals condition and treatment.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Dialysis access site includes: Cannula; venous catheter; peritoneal catheter
Forms of encouragement and support include: unwritten information; Demonstrations; written and diagrammatic materials
Potential health problems include: hypertension; depression; urticaria
Professional include: registered nurse; doctor; dietician; social worker
Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.
Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard CHS27

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[1] If you are working with children and young people the term "individuals" covers children and young people and key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Carers	Includes: family members and friends who may support the individual
Contaminated	Includes items contaminated with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated
Individuals	The person undergoing dialysis therapy, may be new to dialysis, new to a particular form of dialysis treatment, or established in the use of dialysis
Personal protective clothing	Includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all-in-one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection including handwashing / cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to show that:

1. you apply standard precautions and other relevant health and safety measures
2. you ensure that all information and advice given is:
3. within you own sphere of competence
4. consistent and supports and adheres to the **individual's** plan of care
5. appropriate to the needs and concerns of the individual and their **carer** and is likely to enhance their understanding
6. you establish with the individual and their care how much assistance required and encourage them to take an active role in treatment activities and decisions, and be as self-managing as possible consistent with the plan of care
7. you give full and accurate information and appropriate encouragement and support to the individual to enable them to be as self-managing as possible in:
8. taking their medication as prescribed by the professional
9. caring for the **dialysis access site** and how to recognise and report any changes
10. preparing the necessary resources and skin area and to clean their hands effectively prior to connecting dialysis equipment
11. carry out the activity using the correct technique at appropriate times according to the plan of care
12. dispose of waste materials in an appropriate safe manner and place and understand the reasons for doing so
13. you reinforce any information and advice given by the professional relating to:
14. diet and activity
15. potential health problems which may arise because of the individual's condition and therapy
16. you enable the individual and/or their carer to recognise progress and problems with the activity and either cease the activity or seek advice where necessary
17. you seek advice immediately from the **appropriate professional** if there are any indications which may signify the activity is no longer appropriate or there are **adverse reactions**
18. you give full and accurate details of how to seek help in case of difficulties with dialysis to the individual and/or their carer in an appropriate manner, level and pace
19. you encourage and support the individual and their carer to seek further information or clarification on any points of which they are unsure
20. you positively encourage the individual and their carer to express their feelings, wishes, needs and concerns regarding the individuals condition, treatment and related changes
21. you give information on ways of adjusting to or coping with changes which are appropriate to the **individuals** personal beliefs, preferences and circumstances
22. you explore options for adjusting to and/or coping with changes with the individual and/or their carer in a manner which recognises and respects their personal needs, beliefs and preferences and in line with your role
23. you answer any questions from the individual and/or their carer clearly and accurately and in an appropriate manner that are within your own sphere of competence and refer any questions which are outside your remit to an appropriate member of the care team

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to encouraging and supporting individuals undergoing dialysis therapy at home
- a working understanding of your responsibilities and accountability in relation to the current European and National legislation, national guidelines, and local policies and protocols

Theory and practice
- a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- a working understanding of the extent of the action you may take, including the information you may give to an individual and their carers
- a working understanding of the importance of supporting and reinforcing information given in the plan of care
- a working understanding of the importance of giving advice and information in a manner, level and pace which is appropriate for the individual and their carer
- a working understanding of the importance of individuals and their carers being actively involved in their treatment and decisions relating to their care.
- a working understanding of the importance of providing responses, information and support which are appropriate to individual's needs, concerns and personal beliefs, preferences and circumstances
- Care and support
- a working understanding of what aspects of dialysis access site care can be undertaken by the individual themselves, and how this relates to individualised plans of care
- a working understanding of the knowledge and information which is needed by individuals in relation to caring for their own dialysis access site, including the restrictions and requirements of their particular type of access site.
- a working understanding of which types of medication are commonly taken by individuals undergoing renal dialysis and why it is important that they are taken as prescribed
- a working understanding of the common health problems and their signs and symptoms which individuals undergoing renal dialysis may experience, relating both to their condition and to the therapy they are receiving,
- a working understanding of what individuals need to do if health problems occur

Records and documentation
- a working understanding of the importance of keeping accurate and up to date records
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC378   **Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation (Imported unit)**

About this unit
For this unit you need to insert urethral catheters, including re-catheterisation, following agreed protocols and procedures. It also covers regular monitoring and care of the urethral catheter after insertion. It does not include suprapubic catheterisation.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Adverse effects may include: fear/apprehension; pain; failure to pass the catheter; lowered blood pressure; haematuria
Appropriate action includes reporting immediately to a person more competent to deal will the situation
Drainage system may include: drainage bag; night drainage bag; urometers; closed drainage systems.
Equipment and materials may include: cleaning fluids; local anaesthetic agents; catheters; syringes; drainage bags; fluid balance charts; sterile gloves
Reasons for catheterisation may include: prior to surgery; to prevent skin break down; urinary retention; burns; diagnostic procedures; renal failure; acutely ill individuals
Relevant information may include: urine output; type of catheter used; method used for securing catheter in position; methods used for securing external tubing; recording documentation; written procedures and protocols
Standard precautions and health and safety measures including handwashing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.
Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC35 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standard CHS8

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[1] If you are working with children and young people the term "individuals" covers children and young people and key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Additional protective equipment	Includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Contaminated	Includes: items 'contaminated ' with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated.
Individual	The individual is anyone who has been assessed as requiring urethral catheterization, in the context of this unit the individual will always be an adult
Personal protective clothing	Includes items such as plastic aprons, gloves - both clean and sterile, eyewear, footwear, dresses, trousers and shirts and all in one trouser suits and gowns. These may be single use disposable clothing or reusable clothing
Protocol	A set of guided instructions on the action to be followed in relation to catheterization, usually developed and quality assured through and by your employing organisation
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection; including handwashing/cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

Performance Criteria

You need to show that:

1. you apply **standard precautions** for infection control and take other appropriate **health and safety measures**

2. you comply with the correct **protocols** and procedures relating to urinary catheterisation

3. you insert the catheter safely and correctly, according to manufacturer's instructions and with minimal trauma to the **individual**

4. you secure the catheter after insertion according to instructions and adjust it correctly

5. you attach the catheter correctly to the appropriate drainage system, confirm it is functioning correctly and measure and record the amount of urine collected immediately after insertion

6. you make the individual as comfortable as possible following the procedure

7. you monitor the individual's condition, promptly recognise adverse effects and take the appropriate action

8. you seek assistance promptly from an appropriate person should it be required

9. you record clearly, accurately, and correctly any relevant information in the necessary records

10. you check that all catheterisation equipment and materials are functioning correctly and take appropriate action to remedy any problems

11. you maintain cleanliness of the catheter and surrounding area through regular hygiene care

12. you empty drainage bags and measure and record urinary output whenever necessary and as instructed by the professional involved

13. you educate the individual as far as possible on the care of the catheter and attachments

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- a working understanding of adapting communication to meet individual's needs
- an in-depth understanding of the effects of catheterisation on the individual's comfort and dignity, and ways of minimising any adverse effects
- an in-depth understanding of the ethical issues surrounding catheterisation, as applied to males and females
- a working understanding of the need for chaperones, individual awareness and consent

Legislation and organisational policy and procedures
- a factual awareness of the current European and National legislation, national guidelines and local policies and protocols which affect your work practice in relation to carrying out urethral catheterisation
- a working understanding of your responsibilities and accountability in relation to the current European and National legislation and local policies and protocols

Theory and practice
- a factual awareness of the importance of working within your own sphere of competence when and seeking advice when faced with situations outside your sphere of competence
- a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- an in-depth understanding of the conditions and constraints which might denote who undertakes this procedure and why

Anatomy and physiology
- an in depth understanding of the anatomy of the male and/or female genito-urinary system
- an in-depth understanding of the physiology of the genito-urinary system

Care and support
- a working understanding of potential adverse effects and appropriate actions
- a working understanding of the importance of offering effective verbal and non-verbal support and reassurance to patients when you perform urethral catheterisation
- a working understanding of the effective methods of providing verbal and non-verbal support and reassurance to patients

Materials and equipment
- an in-depth understanding of the types of catheters that can be used and why you should select the appropriate catheter
- a working understanding of the local anaesthetic agents available

Records and documentation
- a working understanding of the importance of keeping accurate and up to date records
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC379   **Support individuals who are substance users**

Elements of Competence

HSC377a   Enable individuals to adopt safe practices associated with substance use

HSC377b   Support individuals when they have used substances

HSC377c   Support individuals in reducing substance use

About this unit

For this unit you need to support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogenics, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication: speech and language; actions, gestures and body language; space and position.

Risks: physical; emotional; social.

Effect: immediate; longer term.

Needs: washing; food and drink; clothing.

Effects upon: relationships; life-style; recreational and leisure pursuits; emotional and physical state.

Progress: significant progress towards goal of reducing or ceasing substance use; little or no progress.

This is Drugs and Alcohol National Occupational Standard (DANOS) AB2.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Appropriate person	May be another member of the care team or external counsellor or advisor working with the individual
Degree of reduction in substance use	Will differ between individuals - for some the goal is to reduce the frequency and/or volume of substance use, for others the goal is to cease substance use
Further assistance and support	May be for you or for the individual (such as emergency aid)
Making the environment as safe as possible	Will be dependent on the substance used and the condition of the individual
Pain or discomfort	May include injury, hallucinations or withdrawal symptoms (such as nausea, sweating)
Physical risks	May relate directly to the way that the substance is used (e.g. use of needles and risk of infection) or may relate to the effects that the substance has on the individual (both the short term effect of the substance and the longer term effects on the body)
Proposals for change	may include modifications to goals or objectives, such as the individual deciding not to reduce or cease substance use, or changes in the methods or strategies used
Social risks	Includes risks related to legislation (such as possession, driving with excess alcohol) and to relationships (such as the effects of the individual's substance use on others)

HSC379a   Enable individuals to adopt safe practices associated with substance use

Performance Criteria

You need to show that:

1. your communication with individuals about substance use and its associated risks is at a time and in a manner likely to maximise the likelihood of the individual understanding it

2. you explain the risks to individuals from the substances taken and the methods used in a manner, and at a level and pace appropriate to them

3. you offer individuals guidance, support and advice on ways in which methods of substance use and activities affected by it can be practised more safely

4. you support individuals who wish to use supplies of safe drugs, equipment and other materials to do so in a manner which is appropriate and consistent with their right of choice

5. you support and encourage individuals to dispose of hazardous materials and equipment in a safe manner and place immediately after use

6. you encourage and support individuals to discuss their circumstances and history of substance use and this information is used to plan and provide appropriate support and assistance

7. you give support and assistance to contact people who can help where individuals ask for further information and advice which is beyond your role

HSC379b   Support individuals when they have used substances

Performance Criteria

You need to show that:

1. your actions to support individuals who have used substances are consistent with your agreed role and agency policies and procedures
2. you make individuals aware that you are available and willing to help
3. your interaction with individuals is in a manner which recognises each individual's needs and rights
4. your actions to support individuals are appropriate to the substance used, the effect which the substance has had and the condition of the individual
5. you encourage individuals to describe any pain or discomfort which they are experiencing
6. you move and handle individuals with the minimum of discomfort and only where it is necessary for their safety
7. you request further support and assistance needed to help the individual without delay
8. you make the environment as safe as possible and remove all dangerous substances and materials
9. you support and enable individuals to meet their needs and requirements after the effects of the substance have worn off
10. you clearly and accurately report information about episodes of substance use to an appropriate person and record it in the required format

HSC379c   Support individuals in reducing substance use

Performance Criteria

You need to show that:

1. you encourage individuals who have made a commitment to reduce substance use to review their reasons for doing so
2. you identify and explore the effects of the individual's choice on their daily life and any difficulties which they might have in a supportive manner
3. you identify accurately and discuss in detail strategies and methods for alleviating difficulties encountered by the individual
4. you communicate with individuals in a manner, and at a level and pace, appropriate to them
5. you offer support to individuals in a manner which respects their individual rights and choice, and is appropriate to their needs and is realistic within the limits of the resources available
6. you give appropriate support and assistance to contact people who can help individuals who ask for advice and support which is beyond your role
7. you assist individuals to review their progress in reducing substance use, realistically assess their achievements and identify opportunities for improvement
8. you accurately and fully record the results of discussions on progress and any proposals for changes and pass these promptly to an appropriate person
9. you acknowledge and manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- individual's rights in making decisions regarding their health, including their right to ignore advice

Legislation and organisational policy and procedures
- substance use which is legal and illegal (including the illegal use of prescribed drugs), agency policy and how this affects the role of the worker (e.g. if individual is using illegal drugs - the ways of dealing with this)
- legislation relating to the supply and use of substances, and to particular individual groups (e.g. Children Act) and how these affect your role and responsibilities
- legislation and agency policies and guidelines on the storage and use of substances (including Health and Safety at Work Act) and your role in relation to these
- resources within and outside the agency to assist the substance user to control or minimise the risks of the use (such as a supply of new syringes, accommodation, rehabilitation centres)
- the different specialist advice/therapy agencies and national/local support networks involved in supporting substance users
- resources within and outside the agency available to assist the substance user to cease or reduce use, including the different specialist advice/therapy agencies and national/local support networks involved in supporting substance users
- your role and responsibilities in relation to the individual and how these should affect any relationship between you and the individual

Theory and practice
- Factors which influence what you do:
- the different forms of substance which individuals might use, how they are used (e.g. drinking, injecting, sniffing, smoking) and their likely effects
- the ways in which individuals may combine substances and the different effects which might arise from this
- the risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks such as HIV, Hepatitis B and C)
- different forms of cleanliness (from social cleanliness to sterilisation) and the links between forms of cleanliness and harm reduction strategies (such as the re-use of needles)
- the range of activities that may be affected by substance use and harm-reduction strategies that can be adopted in relation to these
- harm reduction strategies, how and why these may differ from individual to individual
- the range of safer sex practices and how individuals can be encouraged to use these
- hazardous materials and equipment, nature of the hazard that they create and safe methods for disposing of them (and the available options given the facilities that the individual has access to)
- the indicators of substance use the different forms of substance which individuals might use and their likely effects (in order to be able to recognise the abnormal and potential health emergencies)

- the risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks)
- the indicators of pain, discomfort and that the effects of the substance are posing a significant threat to a individual's well-being (such as alcohol poisoning, overdose) and the action that should be taken in relation to each
- the range of after-effects of substance use and what the needs of the individual may be following substance use
- how views of substance use may differ
- your role in the environment and the boundaries and limits of that role
- the impact which your feelings may have on the support which can be effectively offered to the individual
- factors that influence individuals to use substances and how these may be inter-related or combined
- reasons why individuals decide to reduce or cease substance use
- the range of potential effects of reducing or ceasing substance use upon relationships, life-style, recreation and leisure activities, physical and emotional health
- the type of difficulties that are likely to arise in attempting to cease or reduce substance use and strategies and methods for alleviating them
- the effects which your own beliefs and feelings about substance use may have on your behaviour and why it is important to work with individuals in a supporting and non-judgmental manner, even when your own beliefs conflict with the individual's actions
- How to achieve important outcomes:
- methods of moving and handling individuals which are likely to be the safest for you and the individual and why individuals should be moved only when necessary
- emergency aid for situations where the substance causes a health emergency
- methods of supporting individuals at times when they have used substances
- how to assist individuals to make realistic assessments of their progress and how you can offer views in a supportive manner
- ways of supporting individuals who are seeking to reduce or cease substance use
- Good practice:
- the importance of acknowledging and dealing with your own feelings in relation to the substance use concerned
- why the language used should be consistent with the individual's own form of expression (for example, not clinical) and strategies that can be used to maximise the possibility of information being heard and understood
- why the individual should be supported to talk through their circumstances and history of substance use
- why the individual should be supported to contact others for further advice and assistance and the forms which such support and assistance might take
- methods of making one's presence and availability obvious to the individual without attracting aggression
- why the individual should be supported to describe any pain or discomfort which they are experiencing
- the importance of assisting individuals to meet their own needs and requirements after the effects of the substance have worn off and ways of doing this
- why information should be reported and recorded
- why it is important to review with individuals their reasons for deciding to reduce or cease substance use and the motivational effects of this
- the importance of acknowledging individual's rights in making decisions regarding their use of substances

HSC380   Supply and exchange injecting equipment for individuals
Elements of Competence
HSC380a   Conduct initial assessment and provide advice
HSC380b   Supply and exchange injecting equipment

About this unit
For this unit you need to establish the extent and type of individuals' injecting behaviour, providing harm minimisation advice, providing injecting equipment and exchanging used injecting equipment. You also need to maintain records of the supply and exchange of injecting equipment in order that the service can be monitored and evaluated.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Individual: adults; children and young people.
Health assessment: skin conditions; abscesses; injecting sites; substances used.
Other services: within your organisation; external to your organisation.
Maintain records: record of service users (e.g. by gender, ethnicity, substance used); record of individual's injecting behaviour at initial assessment; record of number of new service users; record of individuals moving on to treatment elsewhere; number of service users (e.g. by gender, ethnicity, substance used); number of exchange packs given out (e.g. exchange packs given out per month per service user).
Appropriate materials: protective gloves; forceps or tweezers; hypochlorite 1%.

This is Drugs and Alcohol National Occupational Standard (DANOS) AH3.

HSC380a   Conduct initial assessment and provide advice

Performance Criteria

You need to show that:

1. you establish whether the individual is injecting and the frequency of injecting

2. you establish whether a needle exchange service can be provided for the individual in line with local policy (e.g. for children and young people a needle exchange service may be inappropriate)

3. you conduct a health assessment with the individual

4. you provide advice on safe or safer injecting techniques and sites

5. you provide relevant and timely advice on harm minimisation, primary health and safer sex

6. you provide advice and resources for safe storage and disposal of injecting equipment

7. you refer individuals to other services according to identified need

8. you liaise with providers of other services in line with policies and protocol

9. you maintain records of the needle exchange service

HSC380b   Supply and exchange injecting equipment

Performance Criteria

You need to show that:

1. you check that adequate stocks of injecting equipment are maintained

2. you check that injecting equipment is stored safely and securely

3. you dispense injecting equipment to individuals in line with the assessment of their needs

4. you demonstrate safe handling of dispensed injecting equipment

5. you carry out the exchange process discreetly and give out injecting equipment in a dispensing bag to maintain confidentiality

6. you do not handle returned injecting equipment, but direct individuals to place returned injecting equipment in the sharps bins themselves

7. you check that sharps bins are correctly assembled and never over-filled

8. you adhere to your organisations' needle exchange policies and procedures

9. you deal with any spillages and discarded needles and syringes using the appropriate materials

10. you maintain records of injecting equipment supply and exchange in line with organisational procedures

11. you maintain confidentiality in all matters relating to individuals using the exchange scheme.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- the rights of individuals to equal access to substance misuse services

Legislation and organisational policy and procedures

- legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
- policy guidelines and legislation for needle exchange with under-16s
- policy guidelines for working with individuals with learning difficulties
- health and safety legislation relevant to transportation and storage of used injecting equipment
- legal obligations and organisational policies regarding client confidentiality
- legal obligations and local policies regarding service provision for children and young people
- organisational policies and procedures for supply and exchange of injecting equipment
- potential benefits of brief interventions (e.g. referring individuals to other services)
- complaints and appeals procedures which individuals can utilise
- the range of substance misuse services offered by your organisation and other organisations

Theory and practice

Information handling:
- the importance of keeping full and accurate records, and how to do so
- Substance misuse:
- the range of behaviours that can be expected from substance users, and how to deal with these
- how to recognise and deal with immediate risk of danger to individuals who have used substances
- Supply and exchange of injecting equipment:
- harm reduction techniques when using injecting equipment
- the health risks associated with returned needles
- how to dispose of needles safely
- potential blood borne viruses including HIV, Hepatitis B and C
- how to provide safe sex advice
- what to do in the event of a needle stick injury occurring
- what constitutes adequate stocks of injecting equipment
- Good practice:
- how to provide a service with due regard for personal health and safety

HSC381   **Support individuals through detoxification programmes**

Elements of Competence

HSC381a   Induct individuals to detoxification programmes
HSC381b   Develop and review detoxification treatment and care plans
HSC381c   Manage closure of individuals' detoxification programmes

About this unit

For this unit you need to work with individuals to achieve stabilisation and/or withdrawal from substance use through a planned programme of treatment and care. Detoxification programmes involve a range of interventions to address individuals' physical, psychological, emotional, social and legal problems and in many cases include the prescribing of substitute medication.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Substance misuse problems: drug use; alcohol use; psychological problems; physical problems; social problems; legal problems.
Risks: self-harm; harm to others; physical health emergencies; mental health emergencies.
Detoxification programme: community based; in-patient based.
Advice and information: written; verbal.
Services: counselling; social support (e.g. housing, welfare, benefits, legal advice); health care; psychiatric services.
Harm minimisation advice: alcohol use; overdose prevention; safer injecting; contraception and safer sex.
Support: outpatient attendance; telephone support services; community projects; self-help groups; employment and education services.

This is Drugs and Alcohol National Occupational Standard (DANOS) AH7.

HSC381a   Induct individuals to detoxification programmes

Performance Criteria

You need to show that:
1.   you confirm the eligibility of the individual for admission to the detoxification programme in line with locally agreed criteria
2.   you arrange for **individuals** to undertake a comprehensive assessment to evaluate their substance misuse problems and potential risks to the individual and **others**
3.   you arrange the start of the detoxification programme with the level of urgency appropriate to the individual's needs and circumstances
4.   you provide the individual with advice and information about the detoxification programme prior to commencement
5.   you assess whether the individual's carers or significant others have a role to play in the detoxification programme and if so, include them in the planning and induction
6.   you agree a contract of care outlining behaviours which are unacceptable during the detoxification programme and your organisation's commitment to provision of a non-discriminatory and supportive service in line with your organisation's policies and procedures
7.   you support the individual to maintain realistic expectations of the detoxification programme.

HSC381b   Develop and review detoxification treatment and care plans

Performance Criteria

You need to show that:
1.   you formulate a treatment and care plan with the individual, involving relevant members of other service teams
2.   when appropriate, you refer the individual to a prescribing service for prescribing of substitute medication
3.   you maintain accurate and complete records of referrals to other services in line with locally agreed protocols
4.   you arrange for provision of appropriate services according to the individuals identified needs
5.   you provide harm minimisation advice appropriate to the individuals' needs
6.   you offer the individual tests for HIV and hepatitis B and C
7.   you regularly review the treatment and care plan with the individual and others involved in service delivery
8.   you screen the individual for substance use to monitor compliance according to your organisations protocols
9.   you review expectations and plans with individuals who are not yet able complete the detoxification programme

HSC381c   Manage closure of individuals' detoxification programmes

Performance Criteria

You need to show that:
1.   you arrange a discharge planning meeting with attendance by other service provider team members in order to formalise an ongoing care plan
2.   you ensure individuals who have achieved abstinence are referred to sources of further appropriate support
3.   you maintain active co-ordination between detoxification services and subsequent rehabilitative care

4. you encourage individuals who have achieved abstinence to be assessed for suitable rehabilitation

5. you complete case closure documentation promptly and accurately for individuals who have achieved abstinence or left the programme.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures

- how to pass information obtained during assessment or treatment to another agency in line with local protocols

Theory and practice

- Assessment of individuals:
- how to prioritise requests for assessment according to their priority in line with your organisations criteria
- how to involve individuals in the assessment of their needs
- how to assess an individual's motivation and readiness to engage in a treatment programme
- how to review assessments at appropriate intervals once an individual has commenced a programme of care
- Information handling:
- the importance of keeping full and accurate records, and how to do so
- the principle of confidentiality: what information may be given to whom
- Management of detoxification programmes:
- locally agreed criteria for admission of individuals to a detoxification programme
- how to arrange for completion of comprehensive substance misuse and risk assessments
- how to establish the appropriate level of urgency for admission to a detoxification programme
- advice and information required by individuals prior to a detoxification programme
- how to agree a contract of care, outlining the responsibilities of your organisation and the responsibilities of the individual during the detoxification programme
- how to involve significant others and carers in an individuals detoxification programme
- how to manage individuals' expectations of a detoxification programme
- how to formulate a treatment and care plan for an individual
- how to involve members of other service teams in planning and reviewing an individual's care plan
- how to actively involve an individual in formulating and reviewing a care plan
- harm minimisation good practice including overdose prevention, safer injecting, contraception and safer sex
- how to arrange for an individual to be tested for substance use, HIV and hepatitis
- how to review expectations and plans with individuals who are not yet able complete the detoxification programme
- the available detoxification options, including substitute medications and regimes
- locally agreed criteria for selecting specific detoxification options
- the evidence base for detoxification programmes and realistic expectations of outcomes
- how to deal with challenging, abusive, aggressive or chaotic behaviour

- Risk assessment:
- how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems
- the importance of regularly reviewing risk assessments
- Substance misuse:
- the signs and implications of a range of substance misuse related problems including drug use, alcohol use, psychological problems, physical problems, social problems and legal problems
- ways of keeping your knowledge about substances and indications of substance misuse up to date
- how to understand the jargon used by substance misusers in your locality

HSC382   **Support individuals to prepare for, adapt to and manage change**

Elements of Competence

HSC382a   Support individuals to prepare for change

HSC382b   Support individuals and key people to cope with and manage change
HSC382c   Support individuals to review the methods they have used to manage change

About this unit[1]
For this unit you will be expected to support individuals to prepare for, adapt to, and manage change.
Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Change might be in relation to: changing environments, eg ward to ward; hospital to home; home or hospital to residential care; changing physical and/or mental conditions and functioning; sudden disability.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2]   If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3]   The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to the individual's health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC382a   Support individuals to prepare for change

Performance Criteria

You need to:

1. provide **active support** to enable **individuals** and **key people** to identify and communicate:
   - any changes that have taken place or are about to take place and the impact they have had/may have on their lives
   - their preferences associated with the change
   - any methods they can use or need to develop to cope with and manage the change
   - identify any **risks** associated with the change
2. identify with individuals and key people the expertise and experience they have and that which is available within their own support groups to enable them to prepare for the change
3. actively support individuals to identify and communicate any additional resources, support or expertise they need to adapt to and manage the change
4. support individuals, key people and **others** to identify any risks associated with the individuals' preferred options to deal with the change

5. work with individuals, key people and others to plan how they will deal with and manage the change and any associated risks, agreeing how the processes and outcomes will be monitored and reviewed

HSC382b   Support individuals and key people to cope with and manage change

Performance Criteria

You need to:

1. support individuals and key people to identify:
   - changes in the individuals' requirements
   - the implications and impact of the changes, including any risks
2. work with individuals, key people and others to assess the need for information and support to enable individuals and key people to adapt to the change
3. access information and support to enable individuals and key people to cope with and manage the change
4. work with individuals, key people and others to identify the expertise they bring and the activities for which you and they will be responsible
5. support individuals and key people to communicate their fears, anxieties and concerns when going through the change
6. provide active support, practical information and advice to support individuals and key people to cope with change
7. work with individuals, key people and others to agree activities, resources, services and support that would enable them to cope better and to respond to the changes
8. seek additional expertise and support when you are unable to meet the needs of individuals and key people

HSC382c   Support individuals to review the methods they have used to manage change

Performance Criteria

You need to:

1. support and encourage individuals to identify and agree:
2. how they should be involved in reviewing the methods used and processes involved in managing change
3. who and how others should be involved in the review process
4. how you will work with them to review the processes and outcomes
5. support individuals to identify where there have been positive changes in their well-being and where there are concerns
6. work with others involved in the management of change to identify positive and negative aspects of the process and outcomes
7. work with individuals, key people and others to carry out your responsibilities in the review
8. contribute to identifying any adjustments that need to be made to the activities, resources, services and support provided that have arisen from the review
9. report and record on the effectiveness of the plans, activities, procedures, services and support used to enable individuals and key people to manage change, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals and key people to manage and cope with change
- 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 their lives, actions and risks when managing and coping with change
- dilemmas between individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in supporting individuals to manage and cope with change

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals and key people to manage and cope with change
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- protecting individuals from danger, harm and abuse
- supporting individuals and key people to manage and cope with change
- working with others to provide integrated services
- practice and service standards relevant to your work setting and for supporting individuals and key people to manage and cope with change
- how to access records and information on the needs, views and preferences of individuals and key people regarding their abilities to cope with and manage change

Theory and practice
- how and where to access information and support that can inform your practice about supporting to manage and cope with change
- how you can access, review and evaluate information about managing change generally, and for specific individuals
- government reports, inquiries and research relevant to the individuals and key people managing and coping with change
- theories relevant to the individuals with whom you work, about:
- aspects of human growth and development and how these can affect and be affected by change
- identity, self-esteem and self-image and how this can be affected by change generally, and for specific individuals
- social and psychological factors that can affect people's response and management of change

- how power and influence can be used and abused when supporting individuals to manage change
- actions and conditions that might enhance and inhibit individuals' ability to manage and cope with change
- role of relationships and social networks in supporting individuals to cope with and manage change
- methods of:
- working with individuals to understand the process of change and its likely impact on their lives and those of key people
- promoting individuals' strengths and those in their networks as key resources for achieving change
- working with individuals to plan and implement agreed changes so that they are tailored to the outcomes the individual wants to achieve and the ways they want to use
- planning and implementing incremental and radical change in individuals' lives and its impact on key people and others
- working with individuals when the changes are forced upon them
- working with families and networks to maintain support and cope with change
- planning, monitoring, review and evaluation that are participative
- issues likely to arise when supporting individuals to cope with and manage change and how to support the individuals to deal with these
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals and key people to cope with and manage change
- the extra support you may need and how to access it for individuals and key people who are having difficulties adjusting to the change(s)

HSC383   **Prepare and support individuals to move and settle into new living environments**

Elements of Competence

HSC383a   Support individuals to prepare to move into new living environments

HSC383b   Support individuals to settle into their new living environment

HSC383c   Support individuals to review the impact of the new environment on their well-being

About this unit[1]

For this unit you need to support individuals to move and settle into new living environments.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Move on from the environment maybe: in the short term because the arrangements were temporary; suddenly because of changes in the individual's needs and requirements; because the living environment is no longer available, e.g. closing down or there are specific conditions and rules individuals have to meet to remain within the environment; because of problems with the individual and/or others within the living environment; in the medium to long term because of changes in the individual's needs, circumstances and requirements.

New living environments might include moving from: home to hospital, residential care, sheltered or other accommodation; ward to ward; hospital to home, residential care, sheltered or other accommodation; homelessness to living accommodation, e.g. housing, hostels, hotels.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC383a   Support individuals to prepare to move into new living environments

Performance Criteria

You need to:
1. provide **active support** to enable **individuals** and **key people** to:
2. identify and communicate their views and feelings about moving from their current living arrangements into a new living environment
3. plan the stages for the change
4. identify methods that will enable the move to go as smoothly as possible
5. provide individuals and key people with information about the new living environment in understandable and accessible form
6. actively support individuals to:
7. identify and communicate the impact the change in their living environment is likely to have on them and their personal relationships

8. address feelings of loss, and impact on their identity or self-esteem arising from the change
9. identify any **risks** associated with the move
10. organise with individuals, key people and others preparatory visits to the new living environment
11. work with individuals, key people and those within the new environment to plan the move, ensuring that it takes account of the individual's needs and preferences
12. work with individuals, key people and others to ensure that any legal and statutory requirements are met

HSC383b   Support individuals to settle into their new living environment

Performance Criteria

You need to:

1. support individuals to:
   - familiarise themselves with the new environment, and the daily living arrangements
   - participate, as much as possible, in health, social, cultural and spiritual activities
   - work with individuals to communicate ways that can help them to adjust to living with the people in the new living environment
2. support key people to:
   - remain involved in the lives of individuals as much as possible
   - identify any special needs they have and explore ways of meeting these
   - agree how any issues and concerns they have can be raised
3. work with individuals and key people to:
   - agree the individuals' preferences and priorities
   - identify any changes to make the individuals more comfortable in the new environment
4. work with all involved to agree how you, individuals, key people and others will review how the new living arrangements are impacting on the individual's well-being, when this will be done and who will be involved

HSC383c   Support individuals to review the impact of the new environment on their well-being

Performance Criteria

You need to:

1. provide active support to enable individuals and key people to:
2. agree and confirm the arrangements for reviewing the impact of the new environment on the individual's well-being
3. identify where there have been positive changes in the individual's well-being and where there are concerns
4. deal with problems in the new environment
5. support individuals, key people and others to communicate and agree:
6. what needs to happen to ensure that gains in the well-being of the individual are maintained
7. any additional resources, facilities and support that are required
8. support individuals and key people if individuals have to move on from the environment
9. report and record the processes and outcomes within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when preparing and supporting individuals to move and settle into new living environments
- 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 their lives, actions and risks when preparing and supporting them to move and settle into new living environments
- dilemmas between individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities on preparing and supporting individuals to move and settle into new living environments

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when preparing and supporting individuals to move and settle into new living environments
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- protecting individuals from danger, harm and abuse
- preparing and supporting individuals to move and settle into new living environments
- working with others to provide integrated services
- practice and service standards relevant to your work setting and the individuals with whom you work, relating to the preparation and support required to enable individuals to move and settle into new living environments, e.g. young people moving into independent living, people with learning disabilities, individuals requiring health and medical support
- how to access records and information on the needs, views and preferences of individuals and key people regarding living arrangements

Theory and practice

- how and where to access information and support that can inform your practice when preparing and supporting individuals to move and settle into new living environments
- how you can access, review and evaluate information on new living environments
- government reports, inquiries and research relevant to individuals moving and settling into new living environments
- theories relevant to the individuals with whom you work, about:
- aspects of human growth and development and how these can affect and be affected by changing living environments
- identity, self-esteem and self-image and how this can be affected by changing living environments generally, and specifically for the individual with whom you work moving into new living environments
- social and psychological factors that can affect people's response to changing living

environments

- how power and influence can be used and abused when supporting individuals to move and settle into new living environments
- actions and conditions that might enhance and inhibit the individual's ability to manage and cope with the change
- the role of relationships and social networks in supporting individuals to cope with and settle into new living environments
- methods of:
- working with individuals to understand how their change of living environments is likely impact on their lives and those of key people
- promoting individuals' strengths and those in their networks as key resources for smooth transitions between living environments
- working with individuals when the changes are forced upon them
- planning, monitoring, review and evaluation that are participative
- issues likely to arise when supporting individuals to move and settle into new living environments and how to support the individuals to cope
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals and key people to cope with the move
- the effects of stress and distress, and how it can affect the individuals' behaviour
- the extra support you may need and how to access it for individuals who are having difficulties adjusting to the move
- the outcomes to be achieved by changing the living environments
- ways of supporting individuals to identify what they gain and what they lose in their new living environment
- methods of supporting individuals and key people to monitor and review the effects of the move and how they settle into new environments

HSC384   **Support individuals through bereavement**

Elements of Competence

HSC384a   Prepare individuals to cope with bereavement
HSC384b   Support individuals through their bereavement
HSC384c   Support individuals to manage changes due to bereavement

About this unit

For this unit you will be required to prepare and support individuals to cope with bereavement.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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[1]   If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[2]   The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Active support	Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Individuals	The actual people who are bereaved. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC384a   Prepare individuals to cope with bereavement

Performance Criteria

You need to show that:

1.   you seek and access information and support to help you understand, deal and cope with the likely consequences of the **individuals** being told about bereavement

2.   you contribute to identifying the most suitable time and place to tell the individuals about the bereavement, within your own role and responsibility

3.   you take action to ensure that individuals are in an appropriate place which allows them privacy when they first hear about the bereavement

4.   you support individuals to understand information about the bereavement and any procedures that will follow

5.   you take appropriate action to prepare individuals to deal with procedures that will follow the bereavement

6.   you check individuals have understood information about the bereavement and procedures that will follow and clarify any misunderstandings

7.   you seek and access additional support for individuals where you are unable to provide appropriate support

HSC384b   Support individuals through their bereavement

Performance Criteria

You need to show that:

1.   you work with individuals to enable you to understand their thoughts, feelings and distress and to help them through the bereavement and mourning

2.   you allow the individuals private time to adjust to the bereavement, taking account of any **risks** to the individuals

3.   you support individuals to communicate their feelings and concerns about the bereavement and mourning

4.   you observe changes to individuals that are not normally found with bereavement and mourning, and that may give cause for concern

5.   you work with individuals to carry out their normal daily functions, supporting them when they get distressed

6.   you seek additional support for yourself and individuals where you are unable to respond to the individuals' needs

7.   you work with the individuals, **key people** and **others** to identify whether the individuals need additional or specialist support and who will take responsibility for doing this

HSC384c   Support individuals to manage changes due to bereavement

Performance Criteria

You need to show that:

1.   you work in ways that are sensitive to the individuals' distress, grief and mourning

2.   you support individuals to:
   - communicate and explore their experience of bereavement and mourning, taking into account their preference and beliefs
   - understand any changes that might have to be made because of the bereavement
   - identify their needs and preferences regarding their options for change due to the loss and bereavement

3.   deal with any changes positively, encouraging them to recognise and focus on their strengths and building towards the future

4.   access additional and specialist support when this is needed

5.   you work with others to ensure that appropriate support is available to the key people to help them to adjust to and support the individuals' bereavement

6.   you deal sensitively with conflicts and differences of opinions from all concerned

7.   you check the individuals' understanding of the changes that need to be made and how these will effect them, key people and others

Specification for the whole of 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 show that you know, understand and can apply in practice:

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals through bereavement
- 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 their lives, actions and risks when supporting them through bereavement
- dilemmas between individuals' rights and their responsibilities for their own care and protection and your role and responsibilities in supporting individuals through bereavement
- how the impact of culture, religion, personal beliefs, preferences, stage of development and previous experiences of loss may affect an individual's approach to bereavement

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals through bereavement
- current local, UK and European legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- risk assessment and management
- supporting individuals through bereavement
- practice and service standards relevant to your work setting for supporting individuals through bereavement
- the purpose of, and arrangements for your supervision when working with and supporting individuals through bereavement

Theory and practice

- how and where to access information and support that can inform your practice about supporting individuals who are bereaved
- how you can access, review and evaluate information about dealing with bereavement generally, and for the specific individuals with whom you are working
- theories relevant to the individuals with whom you work, about grief and mourning
- social and psychological factors that can affect people's response to bereavement and how they cope with it
- how power and influence can be used and abused when supporting individuals through bereavement
- the role of key people, social networks and communities in supporting individuals through bereavement
- how to work in partnership with individuals, key people and those within and outside your organisation to support individuals through bereavement
- the extra support you may need and how to access it for individuals and key people who are having difficulties adjusting to the bereavement
- how to work with, and resolve conflicts that you are likely to meet
- how to work with the family and friends to address practical issues and how they may be affected by the individual's loss
- how to communicate and work with individuals, key people and others when they are stressed and distressed
- how to support individuals and key people:
  - through the process of grieving and mourning the deceased person
  - to cope with the likely impact of the bereavement on their lives
  - to deal with issues that are likely to arise

HSC386   **Assist in the transfer of individuals between agencies and services**

Elements of Competence

HSC386a   Support individuals as they prepare for transfer

HSC386b   Make agency preparations for individuals' transfer

HSC386c   Supervise individuals during transfer

About this unit

For this unit you need to make arrangements for individuals to transfer between agencies and services. This includes all situations where an individual is referred into or out of an agency or service. It can include referral of individuals within an agency (such as to a specialist worker).

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Other relevant people: others relevant and significant to the individual; staff in your own agency; other agencies.

Transfer: into the agency's services; out of the agency's services.

Transfer requirements: individuals' needs; statutory demands; agency policy and practice guidelines.

Appropriate people: the individual; others relevant and significant to the individual; staff in your own agency; other agencies.

Other people: others relevant and significant to the individual; staff in your own agency; other agencies.

This is Drugs and Alcohol National Occupational Standard (DANOS) AG3.

HSC386a   Support individuals as they prepare for transfer
Performance Criteria
You need to show that:

1. you clarify with individuals and **other relevant people** the reasons for the **transfer**, and what is likely to happen and when
2. you explain clearly to individuals, and other relevant people, their roles and responsibilities in the transfer, and any statutory or agency conditions that are attached to it
3. you encourage individuals, and other relevant people, to seek information and express their views
4. you identify the support and assistance which individuals will need to help them make the transfer
5. you provide clear and accurate information about the support that will be provided and how people should seek further assistance if they need it
6. you acknowledge any disagreements that arise and negotiate, with those involved, a working consensus on the way forward
7. you seek advice and support promptly through team discussion and/or supervision as appropriate

HSC386b   Make agency preparations for individuals' transfer
Performance Criteria
You need to show that:

1. you gather the necessary information on **transfer requirements** from **appropriate people**
2. you make arrangements and preparations for individuals' transfer which are consistent with the requirements
3. you provide clear and accurate information to everyone who needs to know about the transfer arrangements in accordance with confidentiality policies
4. you complete records accurately and clearly and store them according to agency requirements
5. you make any necessary arrangements to monitor and review the individual's adjustment to change

HSC386c   Supervise individuals during transfer
Performance Criteria
You need to show that:

1. you confirm individuals' and **other people's** understanding of the transfer arrangements and the reasons for them
2. you provide the agreed information, practical assistance and support to meet individuals', and other people's needs, within the resources available
3. you supervise individuals during transfer consistent with agency policies and practice guidelines
4. you complete records accurately and clearly and store them according to agency requirements
5. you communicate information to people who are authorised to have it including transfer of individuals' records in accordance with confidentiality policies

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- the rights of individuals with whom you come into contact

Legislation and organisational policy and procedures

- legal and organisational requirements and policies requirements relevant to the functions being carried out
- Working within the substance misuse sector
- the specific legislation (national and European) which relates to the work you undertake and how to take this into account in your work
- any particular factors relating to the agency's policies and practices which effect the work undertaken

Theory and practice

- Working to improve individual practice
- how to evaluate your own competence when at work and decide when further support and expertise are needed
- Working with individuals and groups
- the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- the protocols for sharing of information between and within agencies in order to achieve continuity of service for the individual
- the range of different views, feelings and concerns that individuals and other people may have about the individual's transfer
- the different ways in which people react to change
- ways of providing guidance and support to individuals, including situations when they are distressed, anxious or angry
- how to deal with abusive, aggressive and discriminatory behaviour and situations
- the ways in which individual's culture and gender influence your practice
- how to apply the principles of equality, diversity and anti-discriminatory practice to your work

HSC387   **Work in collaboration with carers in the caring role**

Elements of Competence

HSC387a   Work with carers to identify their needs and preferences
HSC387b   Work with carers to access resources, services, facilities and support groups
HSC387c   Work with carers to review how well the services and facilities meet their needs

About this unit[1]
For this unit you will need to support carers in their caring role.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Resources could be: financial; physical resources to make changes to the environment; materials and equipment; human.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Services and facilities could include: services provided to a carer's home, e.g. meals on wheels, services to meet the individual's personal care needs; therapeutic services; services provided to enable individuals and carers to meet their social care needs, e.g. transport; amenities outside the individual's place of residence, e.g. day care provision; support groups.

Support groups could be related to: specific leisure interests of individuals; groups linked to health and care conditions of individuals; groups that support others by offering their time and expertise to support the carer's needs.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Carer	Any person who cares for the physical, social and emotional well-being of the individuals/children and young people
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Resources, services and facilities	Support and resources for individuals that are provided to them at their place of residence or from groups and amenities in the community
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Support groups	Interests groups set up to meet the needs of their members

HSC387a   Work with carers to identify their needs and preferences

Performance Criteria

You need to:

1. develop relationships with carers that recognises their role and expertise and enables them to communicate their needs and preferences
2. provide information about the carers' rights to have their needs assessed and the procedures for this
3. provide accessible information about **resources, services, facilities** and **support groups** that are available and appropriate to the carers
4. take appropriate action to challenge discriminatory information and practice
5. work with carers to identify:

- the resources, services, facilities and support groups available to them
- what they want to achieve from the resources, services, facilities and support groups
- their needs and preferences about resources, services, facilities and support groups
- any gaps in the provision to meet their needs and preferences

6. work with carers to identify the resources, services, facilities and support groups that are most likely to meet their needs and preferences and achieve the outcomes they want

7. work with carers to identify what support will be needed by the **individuals** to enable the carers to meet their own needs and preferences

8. work with carers and individuals to identify any **risks** to carers and individuals and how these should be managed

9. seek additional help where the needs of carers are outside your competence to deal with

HSC387b   Work with carers to access resources, services, facilities and support groups

Performance Criteria

You need to:

1. work with carers to select, agree and plan how they will access the resources, services, facilities and support groups that meet their needs and preferences

2. work with carers to identify the implications of accessing the agreed resources, services, facilities and support groups for themselves, the individuals they are caring for and key people

3. work with the carers and **others** to provide the support individuals need to enable the carers to access the services, facilities and support groups, identifying any risks involved

4. work with the carers and others to implement the agreed plans for carers accessing resources, services, facilities and support groups to meet their needs and preferences

5. take appropriate action to challenge anything that is found to be discriminatory when carers are accessing resources, services, facilities and support groups

HSC387c   Work with carers to review how well the services and facilities meet their needs

Performance Criteria

You need to:

1. work with the carers to identify how their access to resources, services, facilities and support groups will be reviewed, when this will happen and who will be involved

2. work with carers to ensure that they have the necessary support to enable them to fully participate in the review

3. work with carers, individuals, key people and others to identify the benefits to the carers' health and well-being and any difficulties that have arisen:

4. whilst carers have been accessing and using the agreed resources, services, facilities and support groups

5. from any support put in place for the individuals for whom carers are caring

6. work with carers to identify whether there should be any changes in:

7. the resources, services, facilities and support groups they are using

8. the support the individuals for whom they are caring for are receiving

9. work with carers and others to agree and implement changes, within your role and responsibilities

10. take appropriate action to challenge anything that is found to be discriminatory when carers and individuals are using resources, services, facilities and support groups

11. seek additional help where the changes are outside your scope of responsibility and expertise

12. record and report on actions, processes and outcomes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting carers
- how to provide active support and place the preferences and best interests of carers 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 their lives, actions and risks
- the rights of carers to:
- be supported in the caring role
- have their needs and preferences met
- have assessments, services and support
- benefits and pensions
- dilemmas between the carers' rights and responsibilities, the rights and responsibilities of individuals and your role and responsibilities in supporting carers
- how to work in partnership with individuals, key people and those within and outside your organisation to enable carers to access resources and use the services and facilities they prefer
- how to deal with and challenge discrimination for carers accessing resources and using services and facilities

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when enabling carers to access, use and evaluate services and facilities
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - protecting carers and individuals from danger, harm and abuse
  - carers
  - supporting carers in the caring role
  - working with others to provide integrated services
- practice and service standards relevant to your work setting and for supporting carers and assessing the different dimensions of carers' well being
- how to access records and information on the needs, views and preferences of carers to enable you to support them in the caring role

Theory and practice
- how and where to access information and support that can inform your practice when supporting carers in the caring role

- how to access, review and evaluate information about resources, services, facilities and support groups relevant to the needs and preferences of carers
- government reports, inquiries and research relevant to supporting carers, awareness of the nature of abuse generally but specifically related to abuse by carers on individuals and individuals on carers
- theories relevant to the carers with whom you work, about
- the impact on behaviour of stress, distress, anger, and fear on carers
- the role and contribution of carers promoting the health, social, emotional, educational, leisure and recreational needs of individuals
- methods of communicating and forming relationships with carers
- the ways in which support available to the carers and length of time they are providing care can impact on their health, emotional and social well-being
- resources, services, facilities and support groups appropriate to well-being of carers
- how access to employment, recreation, leisure and educational activities can support carers in their caring role
- the role specific support groups for carers can have on their well-being and their ability to learn new skills and ways of coping
- factors that affect the health, well-being, behaviour, skills, abilities and development of carers
- conditions and issues you are likely to face in your work with individuals, carers
- methods of supporting carers to:
  - express their needs and preferences
  - understand and take responsibility for meeting their own health, social and emotional needs
  - identify how their care needs should be met
  - assess and manage risks to their health and well-being
- how to work in partnership with individuals, carers, key people and those within and outside your organisation to enable the carers' needs, wishes and preferences to be met
- how to work with, and resolve conflicts that you are likely to meet
- how to assess and manage:
- risks to the carers' and individuals' health and social well-being
- the care the individuals require to enable the carers to meet their own needs and preferences
- how to agree outcomes and make, implement and review plans to support carers in the caring role

HSC389   **Work with carers, families and key people to maintain contact with individuals**

Elements of Competence

HSC389a   Work with carers, families and key people to identify key relationships to be maintained and developed

HSC389b   Work with carers, families and key people to support individuals

HSC389c   Observe and support carers, families and key people when in contact with the individual

About this unit[1]

For this unit you will work with carers, families and networks to maintain contact with individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour .

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abuse	Abuse is causing physical, financial, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Families	People who are legally related to individuals/children and young people and those who through relationships have become an accepted part of their family
Harm	The effects of an individual being physically, financially, emotionally or sexually injured or abused
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Participate	Means 'being involved' to some extent. Many people participate at some level in family life using their role (brother, cousin etc) to take an active part in keeping the family functioning. Outside the home there are many levels of participation, some individuals may do on their own, others may involve being a member of a group or organisation
Rights	The rights that individuals have to: be respected be treated equally and not be discriminated against be treated as an individual be treated in a dignified way privacy be protected from danger and harm be supported and cared for in a way they choose access information about themselves communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm or abuse arising from anything or anyone

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[1]   The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

HSC389a   Work with carers, families and key people to identify key relationships to be maintained and developed

Performance Criteria

You need to:

1.   work with **individuals** to identify family and social relationships that are important to them

2.   support individuals to examine and communicate how they can maintain their family and social relationships as their needs and circumstances change

3.   support **carers, families** and **key people** to recognise the importance of their relationships to individuals

4.   encourage carers, families and key people to visit individuals and remain an active part of their lives

5.   support individuals, carers, families and key people to examine and communicate how their relationships can be maintained and developed taking account of the individuals' needs and circumstances

6.   work with carers, families and key people to identify any additional support they need to maintain and develop their relationships with the individuals

7.   provide **active support** to enable individuals to **participate** and remain part of groups, helping them to access the groups and helping **others** within the group to be inclusive of everyone

HSC389b   Work with carers, families and key people to support individuals

Performance Criteria

You need to:

1.   work with carers, families and key people to identify and communicate how they can support individuals taking account of expected changes in the short, medium and long term

2.   support carers, families and key people to identify gaps and the type of support they would require to fill these

3.   take appropriate action to highlight the deficiencies to relevant people and organisations who could help

4.   support carers, families and key people who are finding it difficult to cope, to identify and communicate the reasons for the difficulties

5.   identify information, resources and support groups that may help carers, families and key people to cope more effectively with individuals

6.   highlight **risks** of **danger, harm and abuse** that might arise from unmet needs, to the appropriate people and organisations

7.   record and report on any resources and requirements that are necessary to support carers, families and key people within confidentiality agreements and according to legal and organisational requirements

HSC389c   Observe and support carers, families and key people when in contact with the individual

Performance Criteria

You need to:

1.   support carers, families and key people to understand any changes in the individual that might cause them to be distressed or frustrated

2.   support carers, families and key people to deal with changes in individuals and any problems these may cause

3.   listen to, and take note of carers, families and key people's concerns about the individuals, responding promptly to any requests for information that it is within your ability to give

4.   observe interactions and identify any changes in the behaviour of individuals, carers, families and key people

5.   examine with individuals, carers, families and key people the benefits and limitations of maintaining contact with individuals

6.   monitor changes in interactions which might lead to conflict and disagreements

7.   where conflicts and disagreements occur intervene appropriately and according to organisational practices and procedures

8.   seek additional expertise and support:

9.   where you are unable to respond in ways that will diffuse situations

10. when any difficulties and concerns are outside the scope of your responsibility

11. record and report changes and consequences to the appropriate people within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice
  Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when working with carers, families and key people to maintain contact with individuals
- 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 their lives, actions and risks and their contact with carers, families and key people
- the rights of carers, families and key people in relation to individuals including any restrictions placed upon anyone
- dilemmas between individuals' rights and the rights of carers, families, key people and your role and responsibilities working with carers, families and key people to maintain contact with individuals
- how to deal with and challenge discrimination when working with carers, families and key people to maintain contact with individuals

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when working with carers, families and key people to maintain contact with individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
  o data protection, including recording, reporting, storage, security and sharing of information
  o health and safety
  o risk assessment and management
  o protecting families, parents, carers and individuals with whom you work from danger, harm and abuse
  o working with carers, families and key people to maintain contact with individuals
  o working with others to provide integrated services
- practice and service standards relevant to your work setting and for working with carers, families and key people to maintain contact with individuals
- how to access records and information on individuals, carers, families and key people

Theory and practice

- The meaning and application of 'participation' and why this is important
- how and where to access information and support that can inform your practice when working with carers, families and key people to maintain contact with individuals
- government reports, inquiries and research relevant to working with carers, families and key people
- theories relevant to:
- effective relationships with carers, families and key people
- the role and contribution of carers, families and key people and their contact in supporting the health, social and emotional needs of individuals
- methods of communicating and interacting with carers, families and key people to

encourage them to maintain contact with individuals

- conditions and issues you are likely to face in your work with carers, families and key people
- the responsibilities and limits of your relationships with carers, families and key people
- how to work with, and resolve conflicts that you are likely to meet
- how to work in partnership with individuals, key people and those within and outside your organisation to enable carers, families and key people to maintain contact with individuals
- procedures, best practice and factors that you need to take account of when working with carers, families and key people
- factors that are likely to affect the maintenance of contact with individuals and how to overcome these
- aspects of the individuals' care, behaviour and conditions that may be stressful and inhibit carers, families and key people from maintaining contact
- the importance of carer, family and network dynamics, relationships and roles when working with individuals and their carers, families and key people
- how to assess and deal with situations when carers, families and key people and the individual may be at risk

HSC390 **Support families in maintaining relationships in their wider social structures and environments**

About this unit
For this unit you need to promote social inclusion through encouraging and supporting families to use services and maintain social contacts within the The approach promoted through this unit is collaborative, non-directive and enabling and recognises the rights of families to make their own decisions and choices and to be supported in following these through. The unit recognises the importance of social interactions and relationships within the context of people's lives community.
You will need to ensure that practice reflects up to date information and policies

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Services: social/cultural opportunities (e.g. restaurants, transport, cinemas, clubs, shops); educational opportunities (e.g. libraries, play groups); general health facilities (e.g. optician, dental, GP services, baby clinics); mental health services (e.g. community drop-in centres and other neighbourhood inclusion schemes).
Barriers: physical (e.g. distance from centre or disability); social/cultural; emotional/attitudinal.
Support and assistance: with mobility and access; to enable effective communication; providing information; emotional and psychological support.
Social contacts: members of groups within the community (e.g. members of clubs, religious groups, neighbourhood groups); individuals within the wider social structure (e.g. librarians, general health service contacts).
Problems: physical issues (e.g. access arrangements); emotional/attitudinal factors; ignorance about mental health issues.

This unit is directly transferable to Mental Health standard MH 12

Performance Criteria

You need to show that:

1. you encourage families to identify and find out about services within their community
2. you support families in identifying and minimising any barriers to accessing services in the community
3. you provide support and assistance as required to enable families to make full use of available services in their community
4. you support families in challenging discrimination and barriers within services in their community
5. you support families in making transitions when services become unavailable or inappropriate for their needs
6. you encourage families to express their needs for, and interests in, maintaining social contacts within their wider social structure
7. you provide opportunities for families to discuss their experience of maintaining relationships with social contacts and to raise any difficulties experienced
8. you provide families with relevant information and support to enable them to recognise and deal constructively with ignorance and assumptions about individuals requiring health and care services
9. you encourage families to seek and pursue opportunities for positive interactions with social contacts
10. you assist families to deal with any problems they are experiencing in maintaining social contacts in line with organisational policies and values

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- how to establish an atmosphere of trust and mutual respect
- the assumptions which can lead to discrimination against those with mental health problems, learning disabilities and physical disabilities
- the forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings
- your own values, beliefs and attitudes, and how they could impact on your work

Theory and practice

- why social contacts are important and should be encouraged in the families of people requiring health and care services
- the effects of isolation on families and their relationships with social contacts
- methods of encouraging individuals to maintain an interest in and engage with contacts in their wider social structures
- the types of support and assistance which people may need and how to access these
- sources of information on social structures and opportunities for social contact in the families' environment
- why it is important for you and others to value difference and promote tolerance
- factors which may exclude people from accessing wider social structures and how to deal with these
- additional support mechanisms e.g. re mobility which may be needed and how to access them

HSC391   **Provide services to those affected by someone else's substance use**

Elements of Competence

HSC391a   Enable those affected by someone else's substance use to explore and select options

HSC391b   Support those affected by someone else's substance use to put selected options into practice

HSC391c   Empower those affected by someone else's substance use to review the effectiveness of selected options

About this unit

For this unit you need to provide services to those affected by someone else's substance use.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Individual: one adult who is affected; one child / young person who is affected; more than one family member or people affected.

Environment: individual sessions; group sessions; sessions with siblings and children; support groups; self-help groups.

Issues relating to: substance use; possible substance use; possible substance use related crime; homelessness; employability; finances; education and training.

Implications: to self; to other family members; to the person whose drug and alcohol use has affected the individual.

Forms of support: counselling; financial; practical; emotional; self-help groups; medical.

Assist by: obtaining forms for financial support; obtaining / providing information on training and development courses; providing details of appropriate local agencies; referring to appropriate support agencies.

Changes: behaviour; skills; health; welfare; self-esteem and confidence.

This is Drugs and Alcohol National Occupational Standard (DANOS) AB7

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Those   Includes anyone affected by another person's substance use e.g. spouses and significant others, children, siblings, parents or foster carers, relatives, carers

HSC391a   Enable **those** affected by someone else's substance use to explore and select options

Performance Criteria

You need to show that:

1. you respect the individual's right to confidentiality
2. you set up the appropriate environment to make the individual as comfortable as possible
3. you encourage the individual to identify issues concerning them
4. you encourage the individual to explore the range of options open to them
5. you provide up to date information on the range of options
6. you encourage the individual to explore the advantages and disadvantages of the range of options
7. you encourage the individual to consider the implications of selecting an option
8. you encourage the individual to select an option and develop an action plan
9. you inform the individual of forms of support available to them
10. you manage your own feelings aroused by the selected option in a way which supports the right to such feelings whilst minimising any undue effects on the individual
11. you make accurate and complete reports and store your records in a way which maintains the individual's confidentiality.

HSC391b   Support those affected by someone else's substance use to put selected options into practice

Performance Criteria

You need to show that:

1. you assist the individual in accessing the selected option, if required
2. you maintain contact with the individual which offers an optimum level of support without infringing on the individual's freedom
3. you review the action plan regularly and encourage and motivate the individual to keep to the action plan
4. you encourage the individual to maintain focus on themselves and their own progress
5. you encourage the individual to seek further help and support, if necessary
6. you respect the individual's right to change their mind about taking the matter any further or selecting a different option
7. you make services available to protect children and young people affected by someone else's substance use, where required

8.   you manage your own feelings aroused by the selected option or alternative in a way which supports the right to such feelings whilst minimising any undue effects on the individual

9.   you keep accurate and complete reports and store your records in a way which maintains the individual's confidentiality.

   HSC391c   Empower those affected by someone else's substance use to review the effectiveness of selected options

Performance Criteria

You need to show that:

1.   you encourage the individual to feedback on progress
2.   you encourage the individual to feedback on the effectiveness of support obtained
3.   you identify any significant positive changes in the individual
4.   you encourage and support the individual to review the action plan
5.   you manage your own feelings aroused by the feedback in a way which supports the right to such feelings whilst minimising any undue effects on the individual
6.   you keep accurate and complete reports and store your records in a way which maintains the individual's confidentiality.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- legal acts and policies relevant to the functions being carried out e.g. Children Act, Mental Health Act
- the partner agencies in the local area and their eligibility criteria

Theory and practice
- Communication and interpersonal skills:
- how to communicate effectively with a variety of audiences
- how to run groups and how group dynamics work
- listening skills
- counselling skills
- how to explain complex material to improve people's understanding, both orally and in writing
- motivational techniques and skills
- Family dynamics:
- how family dynamics work – cause and effect
- the different family structures
- the different ways to solve problems in a family environment
- how family dynamics work within different cultures and ethnic and minority groups
- issues that affect children and young people within families affected by drug and alcohol use
- issues that affect children and young people as carers
- the protection that children and young people affected by someone else's substance use may require and how to make this protection available
- Local and national knowledge:
- the range of different target populations, their different characteristics and needs
- the training and development opportunities available in the local area
- support groups – both formal and informal
- benefits and financial assistance available

HSC392   **Work with families, carers and individuals during times of crisis**

Elements of competence

HSC392a   Identify and agree risk management strategies with individuals, families and carers

HSC392b   Assess the urgency of requests for action

HSC392C   Agree and implement actions to meet immediate needs

HSC392D   Review outcomes with the individuals, families and carers

About this unit

For this unit you need to work with individuals and their carers and families in times of crisis to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.

The term 'carers and families' is used to mean any persons who have an active and on-going informal role in caring for the individual with mental health needs, including those with a familial relationship to the individual. Partners, where they exist, would be considered as family members. Individuals with mental health needs may be adults of working age, children or adolescents or older people.

This unit applies to those who respond to and work with individuals with mental health needs and their carers and families during times of crisis.

You will need to ensure that practice reflects up to date information and policies

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Needs in relation to: support; prevention; protection; control.

Risk management strategies in relation to needs arising for: support for individuals; support for carers and families; protection of communities and colleagues who may be at risk of harm.

Requests for action raised by: the individual, carers and families; members of your own team; other service providers, agencies and practitioners.

Requests for action may relate to: a single or one-off emergency; repeated crises.

Situation may relate to: a single or one-off emergency; repeated crises.

Actions in relation to meeting immediate needs may include: brief therapy; family therapy; mediation; therapeutic crisis intervention.

Reviews which are: formal; informal.

This is directly transferable to Mental Health unit MH13

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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CARERS AND FAMILIES	Any persons who have an active and on-going informal role in caring for the individual, including those with a familial relationship to the individual. Partners would be considered as family members. Individuals with mental health needs may be adults of working age, children or adolescents or older people.
Vulnerabilities and needs	of individuals, carers and families may be in relation to support and/or protection
Circumstances	of individuals, carers and families may be in relation to social, economic and/or physical factors (including health and living space/facilities) which influence their capability to cope with the individual
All parties	to a review may include other professionals and/or agencies in cases where a team work/inter-agency approach has been followed.

Performance Criteria
You need to show that,

1. you assess the risk of crisis situations occurring with individuals, families and carers

2. you obtain current, accurate and complete information about the circumstances in which needs have arisen and may arise

3. you work with individuals, **carers and families** to:
   - take account of information on the effectiveness of different actions taken in response to the needs arising
   - identify and evaluate actions that could be taken to avoid or minimise risk to individuals, families, carers and others

4. review the care plan in light of changes in the needs and vulnerabilities of individuals, carers and families

5. you enable individuals, carers and families to contribute actively and openly to the process of identifying and agreeing appropriate risk management strategies

6. you use your assessments to formulate risk management strategies in which you take account of:
   - concerns raised by individuals, families, carers, communities, colleagues and other professionals
   - individuals' right to take risks balanced against the likelihood of harm to themselves and/or others

7. the situation and circumstances associated with the risk

8. you negotiate agreement to the risk management strategies with the individuals, carers, families, service providers, other agencies and practitioners

9. you enable all those who will contribute to the risk management strategies to clarify and confirm their understanding of the strategies and their roles and responsibilities within them

10. you detail and record the agreed risk management strategies and ensure that they are communicated clearly to those who need to receive them.

11. you obtain as much accurate information as possible on the nature of, and reasons for, the requests for action

12. you evaluate the information and form a valid judgement as to the seriousness and urgency of the requests for action

13. you follow the guidelines of the service provider in making an assessment as to the urgency of requests for action

14. you obtain accurate, relevant, reliable and current information on the strengths, vulnerabilities, needs and circumstances of the individual, carers and family

15. you identify any conflicts of interest arising from the requests for action in relation to the needs of the indiAdual and their carers/families

16. you record and justify your assessment of the urgency of requests for action and make it available to those who need to receive it

17. you work with families, carers and individuals to assess the situation, including risks to individuals, carers, families and others, and identify the actions required to meet immediate needs

18. you enable individuals, carers and families to participate in the decision making process as actively as time and circumstances permit

19. you offer views and suggestions in a way which is non-threatening to individuals, carers and families and which is sensitive to your own power and authority

20. you build on the preferences of individuals, carers and families when working with them to agree actions

21. you ensure compliance with legislative requirements and the policy, practices and procedures of your organisation

22. you clearly specify the actions to be taken and who will undertake them

23. you negotiate agreement on the information which will need to be shared, and with whom, in accordance with agency and legislative requirements

24. you ensure that the details of the actions to be taken are communicated clearly to all those who need to know them

25. you ensure that the agreed actions are implemented as promptly as possible in accordance with the assessed urgency of the need

26. you keep accurate, complete and up to date records of the actions agreed and implemented

27. you review the outcomes of actions taken to address immediate needs at the earliest possible opportunity

28. you ensure that all parties are aware of and have the opportunity to contribute to the review process

29. you enable individuals, carers and families to express their views on the effectiveness of the actions taken in a frank, honest and constructive manner

30. you ensure that the review process is conducted in an environment that facilitates active participation by individuals, carers and families

31. you clearly summarise the outcomes of the review and enable all those who have contributed to it to comment on the summary

32. you keep an accurate, complete and up to date record of the review and decisions taken and ensure that it is stored securely

33. you use the results of the review to inform the service provided to the individual, family and carers and to inform future actions taken in response to crisis situations

34. you ensure that the results of the review are communicated clearly to all those who need to receive them.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- relevant legislation and how this should inform the actions taken in response to urgent requests for action and any risk management strategies
- how the legislative framework affects service provider policy and practices
- relevant legislation and its implications for the recording, storing and sharing of information
- the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made

Theory and practice
- the types of support available to individuals, carers and families in the event of a crisis
- the relevant methods and models of intervention that may be appropriate
- what the purpose and priorities are of the service provider and how these influence the kinds of support offered
- the range of factors that need to be taken into account when determining the urgency of a request for action and how best to respond to it, including economic and social factors, any illnesses which the individual may have, risk assessment, and restrictions which may apply under legislation
- the details which need to be specified in risk assessments and risk management strategies
- different methods of enabling carers and families to participate in the agreement and review of actions taken in times of crisis and in the development of risk management strategies
- the importance of ensuring that individuals, carers and families are actively involved in the process of agreeing and reviewing actions taken and in developing risk management strategies
- how to communicate clearly and effectively
- how to make a valid assessment of the urgency of a request for action
- how to facilitate individual, carer and family participation
- how to conduct valid, reliable and comprehensive reviews
- how to write reports, including statutory documentation

HSC393   **Prepare, implement and evaluate agreed therapeutic group activities**

Elements of Competence

HSC393a   Plan and prepare agreed therapeutic group activities
HSC393b   Prepare and support people through therapeutic group activities
HSC393c   Contribute to the evaluation of agreed therapeutic group activities

About this unit[1]
For this unit you need to be able to plan, prepare and implement therapeutic group activities after discussion and agreement with other members of the care team and the individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Specific communication and language needs could include: the individual's preferred spoken language and the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Therapeutic group activities may relate to: home; work; leisure; education; relationships. They could include: reminiscence therapy, relaxation and anxiety management; activities to promote self-awareness and self-esteem; remedial games; social skills training; communication groups; creative therapy; work-related therapy; health-related therapy.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, financial, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Harm	The effects of an individual being physically, financially, emotionally or sexually injured or abused
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Participation	The process through which individuals influence and share control over the development initiatives, decisions and resources that affect them
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Therapeutic group activities	Inclusive group activities that have a therapeutic value and that have a benefit to the individuals involved and the group as a whole

HSC393a	Plan and prepare agreed therapeutic group activities

Performance Criteria

You need to:

1. discuss and agree the nature, purpose, goals and ways of evaluating **therapeutic group activities** with **individuals**, the group and with **others** within and outside your organisation

2. obtain information to ensure that you understand and are able to carry out the therapeutic group activity correctly, safely in accordance with instructions from any specialists

3. identify any areas where you believe that there might be problems and conflicts and seek advice about how these should be dealt with

4. work with individuals and the group to ensure they understand and agree to take part in the activities and that the activity is consistent with any programme of care for the individuals

5. work with individuals and others when planning the activities to ensure that they are inclusive of all individuals

6. make special arrangements and seek specific support for individuals with specific communication and language needs and for individuals with disabilities

7. make suggestions to relevant people about new activities and different ways of approaching existing activities

8. agree new and revised activities with the appropriate people before using them

9. arrange the environment and prepare equipment and materials safely, and in ways that encourage the full participation of all group members

HSC393b   Prepare and support people through therapeutic group activities

Performance Criteria

You need to:

1. encourage individuals to participate in the activities, and communicating the benefits that may be achieved from the activities

2. observe the group and individual members

3. make appropriate modifications to the activities if the activities are having an adverse effect on individuals or the group

4. ensure that the environment, the group and the individuals are safe from any **danger, harm and abuse** whilst allowing appropriate **risks** that will enable individuals to develop

5. support individuals and the group in ways that encourage their participation and co-operation

6. support, praise and encourage the success of individuals and the group,

7. give constructive feedback to help individuals to learn and develop

8. where conflicts or disagreements occur that you are unable to deal with, ensure you seek appropriate help from others

9. monitor group activities, recording and reporting processes and outcomes within confidentiality agreements and according to legal and organisational procedures and practices

HSC393c   Contribute to the evaluation of agreed therapeutic group activities

Performance Criteria

You need to:

1. encourage and support individuals to give feedback on the therapeutic group activities and its benefits to themselves and the group

2. review the learning and development that has been achieved with individuals, the group and other appropriate people

3. discuss the processes, outcomes and benefits of the group activity with the relevant people

4. discuss, agree and make appropriate changes:

5. to improve the group activities

6. where goals were found to be unrealistic

7. record and report on the group activities, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when preparing, implementing and evaluating agreed therapeutic group activities
- how to provide active support and place the preferences and best interests of the group and its members at the centre of everything you do, whilst enabling group members to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their involvement in therapeutic group activities
- how to work in partnership with individuals, key people and those within and outside your organisation to prepare, implement and evaluate agreed therapeutic group activities
- how to deal with and challenge discrimination within group activities

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when preparing, implementing and evaluating agreed therapeutic group activities
- current local, UK and and organisational requirements, procedures and practices for:
    - o data protection, including recording, reporting, storage, security and sharing of information
    - o health and safety
    - o risk assessment and management
    - o protecting individuals from danger, harm and abuse
    - o preparing, implementing and evaluating agreed therapeutic group activities
    - o working with others to provide integrated services
- practice and service standards relevant to your work setting and related to preparing, implementing and evaluating agreed therapeutic group activities

Theory and practice
- The meaning and application of 'participation' and why this is important
- how and where to access information and support that can inform your practice about therapeutic group activities
- how you can access, review and evaluate information about the therapeutic group activities being used
- theories relevant to the individuals with whom you work, about:
- aspects of human growth and development and how these can affect and be affected by the group therapies being used
- identity, self-esteem and self-image and how these can be affected by individuals participating in therapeutic group activities
- therapeutic group activities and methods
- group methods and dynamics
- developing, implementing and evaluating therapeutic group activities in terms of their effectiveness for individuals, the group and group care practice
- how power and influence can be used and abused within therapeutic group activities and

when planning, implementing and evaluating them

- factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and how therapeutic group activities can contribute to these factors positively
- how to work with, and resolve conflicts that you are likely to meet
- the conditions and impairments therapeutic group activities are addressing
- the outcomes the therapeutic group activities aim to achieve for the group members and the group
- the role of active support and encouragement in enabling individuals to participate in therapeutic group activities
- methods of observing group activities generally, and specifically for the therapeutic group activities you have/are using
- the key signs of problems and difficulties that need to be reported and who to report these to
- the purpose of using therapeutic groups activities to promote the health and well-being of individuals and for the promotion of the group
- the range of therapeutic activities, their appropriateness to the groups with whom you work and how to adapt them to meet individual and group needs
- the importance of partnership working for planning, implementation and evaluating therapeutic group activities
- the importance of giving support and providing activities that are consistent with the individuals' abilities, development, skills, preferences and condition
- the type of criteria and methods to be used to evaluate the effectiveness of the activities
- the philosophy and approach of the therapeutic group activities undertaken
- how to set up the environment and set up and use any equipment and materials needed for the therapeutic group activities

HSC394   **Contribute to the development and running of support groups**

Elements of Competence

HSC394a   Contribute to identifying and forming groups to support individual needs
HSC394b   Support individuals and groups to develop their own networks
HSC394c   Contribute to the running and evaluation of support groups

About this unit[1]

For this unit you will contribute to the development and running of groups to support the care and well-being of individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Risk could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Abuse	Abuse is causing physical, financial, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Harm	The effects of an individual being physically, financially, emotionally or sexually injured or abused
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individual's lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Participation	The process through which individuals influence and share control over the development initiatives, decisions and resources that affect them

Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risk	The likelihood of danger, harm or abuse arising from anything or anyone

HSC394a   Contribute to identifying and forming groups to support individual needs

Performance Criteria

You need to:

1.   work independently, and with **others** to identify, evaluate and access sources of information about support and community groups that might be of value to **individuals** with differing health and care needs

2.   encourage existing groups to make their services and experiences known to others

3.   help individuals and **key people** to identify and communicate their support needs and how existing support groups can meet these

4.   identify and encourage individuals to:

5.   make contact with existing groups that could meet their health and care needs

6.   share their experiences and help them come to terms with their changing needs and circumstances, where appropriate

7.   support individuals and others to identify any gaps in the existing provision and for which community groups could be developed

8. support individuals to evaluate the effectiveness of the existing groups in meeting their needs

HSC394b Support individuals and groups to develop their own networks

Performance Criteria

You need to:

1. encourage individuals to identify how they would go about developing their own support groups where there are gaps in the existing provision
2. encourage individuals to check that people who they would wish to be involved are prepared to be part of the group
3. follow organisational procedures to put individuals in contact with other people who may have the same interests, similar difficulties and purposes
4. encourage newly formed alliances to explore the possibility of setting up a group to support the members, ensuring that you maintain confidential agreements
5. assist individuals to develop their own support groups offering appropriate help and advice about the groups formation
6. identify sources of funding and resources that could be accessed for particular support groups
7. help individuals complete any paperwork to access resources for the development and running of the support group

HSC394c Contribute to the running and evaluation of support groups

Performance Criteria

You need to:

1. provide advice and seek additional expertise to support the running of support groups
2. evaluate the amount of time and assistance you are able to give to the running of the support groups
3. make clear your responsibilities and commitment to the group, encouraging individuals within the group to take on the responsibilities for running and evaluating the group themselves
4. assist the group to:
   - identify its purpose, aims and objectives
   - set up its own working practices
   - outline the responsibilities of group members
   - set up procedures to resolve disputes
5. make their own decisions about the direction of the group and who should be invited to be involved
6. help group members to:
   - resolve conflicts
   - provide an inclusive environment for group members
   - protect group members from the risk of danger, harm and abuse
7. support group members to evaluate the group's activities and usefulness to its members in meeting their support needs
8. remove yourself from the group when it is sufficiently established to enable it to continue without your input

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when contributing to the development and running of support groups
- how to provide active support and place the preferences and best interests of the group and its members at the centre of everything you do, whilst enabling group members to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about how the group should be developed and run
- how to work in partnership with individuals, key people and those within and outside your organisation to support the development and running of support groups that will meet individual and community needs
- methods that are effective in supporting groups to be inclusive, respect the diversity of group members and deal with, and challenge discrimination appropriately

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own roles and the roles, responsibilities, accountability and duties of others when contributing to the development and running of support groups
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - development and running of support groups
  - working with others to provide integrated services
- practice and service standards relevant to your work setting and related to the development and running of support groups

Theory and practice

- The meaning and application of 'participation' and why this is important
- how and where to access information and support that can inform your practice when contributing to setting up and running support groups
- how you can access, review and evaluate information about the support groups and their benefits and risks to individuals
- government reports, inquiries and research relevant to setting up and running support groups
- theories relevant to the individuals with whom you work, about:
- aspects of human growth and development and how these can affect and be affected by support groups
- identity, self-esteem and self-image and how these can be affected by membership of support groups
- setting up groups, group dynamics and in-group and out-group rivalry

- evaluating support groups both in meeting individuals' needs and the longer term evaluation of the group meetings the needs of others
- monitoring the performance of support groups, and their relative advantages and disadvantages
- how power and influence can be used and abused within support groups, from other support groups and from those outside the support group
- factors that affect the health, well-being, behaviour, skills, abilities and development of individuals' support groups
- the responsibilities and limits of your relationships with emerging and established support groups
- how to work in partnership with individuals, key people and those within and outside your organisation to enable support groups to be established and resourced
- how to work with, and resolve conflicts that you are likely to meet when contributing to setting up and running support groups
- the range of existing support networks and the interest groups they serve and how to access this information
- the variety of specialist skills and resources available within communities generally, and specifically in the area where you work
- strategies that are likely to promote a stable network and how they can be sustained
- the reasons for disseminating information on support groups to colleagues
- the benefits from the development and use of support groups:
  - in promoting the independence of individuals
  - for the different members of the group
  - for carers and other key people in the individuals' lives
- the different types of information which individuals may require before committing themselves to be involved
- how to support individuals and group members to monitor and evaluate the effectiveness of the support groups

HSC395   **Contribute to assessing and act upon risk of danger, harm and abuse**

Elements of Competence

HSC395a   Contribute to assessing the risk of danger, harm and abuse
HSC395b   Contribute to minimising the effects of immediate danger, harm and abuse
HSC395c   Support individuals to review situations and actions after the immediate risk has passed

About this unit[1]
For this unit you will need to contribute to assessing and act on the risk of danger harm and abuse, acting to minimise and deal with the effects of harm and abuse and supporting individuals to review situations and actions when the risk has passed.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisation and legal procedures; putting undue pressure on individuals.

Communicate 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Abuse	Abuse is causing physical, financial, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Signs and symptoms of danger, harm and abuse	Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse

HSC395a   Contribute to assessing the risk of danger, harm and abuse

Performance Criteria

You need to:

1.   identify **signs and symptoms** of immediate **risks** of **danger, harm** and **abuse**

2.   obtain information on situations and the actions that might lead to danger, harm and abuse for **individuals**, **key people** and **others**

3. respond appropriately to any disclosures of risks of danger, harm and abuse to individuals, key people and others checking that you have understood the situation correctly

4. seek support and assistance in situations that are outside your competence to deal with

5. contribute to assessing risks with individuals, key people and others

6. develop positive, honest, trusting and sensitive relationships which enable individuals to communicate their fears and knowledge of potential and actual danger, harm and abuse

7. treat individuals with respect and dignity assuring them that you are available and encouraging, but avoiding pressurising them, to communicate their experiences

8. respond to individuals in ways that avoid actions and statements that could adversely affect the use of evidence in future investigations and court, and making clear your role and responsibilities for the disclosure of information

9. complete accurate, timed and dated records and reports, on incidents where there has been risks of danger, harm and abuse to individuals, key people and others:

10. within confidentiality agreements

11. according to legal and organisational requirements

12. avoiding statements that could adversely affect the use of evidence in future investigations and court

HSC395b   Contribute to minimising the effects of immediate danger, harm and abuse

Performance Criteria

You need to:

1. take action to deal with:
   - immediate and potential risks that may lead to danger, harm and abuse of individuals, key people and others
   - actions of individuals, key people and others that are dangerous, harmful and/or abusive
   - according to legal and organisational requirements, and your own role and responsibilities within the organisation

2. request further support and assistance in situations that are outside you expertise, experience and skill and responsibility to deal with

3. take action to minimise any risks to yourself, individuals, key people and others in the immediate vicinity

4. take steps to respond to the needs of individuals and others when and if safe to do so

5. make the environment as safe as possible, removing all dangerous substances and materials and ensuring that any evidence which may be used in an investigation is preserved

6. check that you understand the situation correctly

7. respond appropriately to disclosures of possible danger, harm and abuse, avoiding actions and statements that could adversely affect the use of evidence in future investigations and court

8. support individuals to identify and communicate what they would like to happen about any disclosures, offering them reassurance and support

9. inform relevant people and organisations according to legal and organisational requirements and procedures, about disclosures

10. seek support for your personal emotional reactions to the disclosure

11. complete accurate, timed and dated records and reports, on actions to minimise risks of danger, harm and abuse to individuals, key people and others and where danger, harm and abuse has been disclosed:
   - within confidentiality agreements
   - according to legal and organisational requirements

12. avoiding statements that could adversely affect the use of evidence in future investigations and court

HSC395c Support individuals to review situations and actions after the immediate risk has passed

Performance Criteria

You need to:

1. offer appropriate reassurance and support to individuals
2. interact with individuals in ways that:
   - recognises their needs
   - respects their rights
   - helps them to recognise their responsibilities
3. reflect upon your own actions and behaviour to evaluate whether they might have contributed to creating situations and dangerous, harmful and abusive behaviour
4. support individuals to identify the factors that led up to situations and behaviour that was dangerous, harmful or abusive
5. contribute to supporting those involved in dangerous, harmful or abusive situations and behaviour to:
   - recognise the consequences of their behaviour
   - help them to seek help, advice and assistance
   - take actions that will avoid further dangerous, harmful and abusive situations and behaviour
6. complete accurate, timed and dated records and reports, on situations and incidents of danger, harm and abuse:
7. within confidentiality agreements
8. according to legal and organisational requirements
9. avoiding statements that could adversely affect the use of evidence in future investigations and court

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when contributing to the assessment of and actions to deal with the risk of danger, harm and abuse
- 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 relating to their protection
- dilemmas between individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in protecting individuals from danger, harm and abuse
- stereotypical assumptions based on gender, race, culture, disability, educational experience etc that affect the perception of danger, harm and abuse to individuals, key people and others both as recipients and perpetrators contributing to assessing and act upon risk of danger, harm and abuse

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own role and the roles, responsibilities, accountability and duties of others when protecting individuals from danger, harm and abuse
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information, including the reporting of dangerous incidents
- protecting individuals from danger, harm and abuse
- actions to take on suspicions of and where there is a risk of danger, harm and abuse
- health, safety, assessing and managing risks associated with identifying and dealing with the risk of danger, harm and abuse to individuals, key people and others
- the collection of information for legal purposes
- investigating incidents of danger, harm and abuse
- any special provisions relating to the individuals because of their age or conditions
- working with others to provide integrated services
- practice and service standards relevant to your work setting and for working and dealing with danger, harm and abuse
- how to access records and information on the dangerous, abusive and harmful behaviour of individuals and key people and incidents and conditions that might trigger such behaviour
- the purpose of, and arrangements for your supervision when dealing with dangerous, harmful and abusive incidents and the disclosure of such incidents by individual and key people

Theory and practice

- how and where to access information and support that can inform your practice when contributing to the assessment of, and actions to deal with the risk of danger, harm and abuse
- government reports, inquiries and research relevant to the protection of individuals, key people and others from danger, harm and abuse
- theories relevant to the individuals with whom you work, about aspects of human growth and development and how these can affect and be affected by individuals being subjected to danger, harm and abuse
- the ways in which danger, harm and abuse in the short, medium and long term can affect the well-being of individuals
- how power and influence can be used and abused by:
- yourself and others when supporting people who are in danger of harm and abused and when they have been harmed and abuse
- others wishing to harm, abuse and exploit individuals
- how individuals who have been harmed and abused are vulnerable to exploitation and the ways such exploitation can be prevented
- how people who harm and abuse individuals conceal what is happening
- how to work in partnership with individuals, key people and those within and outside your organisation to support individuals who you and others suspect are in danger of harm and abuse and for individuals who have been harmed and abused
- what to do if you suspect or have evidence that the person responsible for harm and abuse is a colleague
- how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse
- different views on what is harmful, dangerous and abusive and how they relate to your role and tasks

- factors that may lead to danger, harm and abuse
- signs and symptoms of danger, harm and abuse and the correct actions to take when you suspect that danger, harm and abuse has been disclosed
- the effects of being at risk of harm, in danger or abused and their impact on the individuals', other people involved, your own and other's behaviour
- how to work, and supporting others to work with individuals who are distressed, fearful and uncertain about what will happen to them
- the types of evidence that is valid in investigations and court and how to ensure that your actions and statements do not contaminate evidence or prejudice investigations
- the way that supportive relationships can help individuals and other people involved to cope with what has happened to them
- how to deal with and the actions to take when individuals and key people disclose abuse
- how to contribute to assessing levels of risk and the appropriate action to take to reduce or remove risk
- working with, and enabling others to work with individuals whose behaviour is likely to cause, or is causing, risks to themselves or others
- working with, and enabling others to work effectively, when there is a crisis that involves potential or actual harm and abuse
- carrying out your role within plans to manage the risk or to prevent further danger, harm or abuse
- working with others outside your organisation who are involved in any review of the risks or any action that is to be taken
- how to reflect upon and evaluate how your behaviour and actions could contribute to incidents of danger, harm and abuse

HSC396   **Enable people with mental health needs to develop coping strategies**

About this unit

For this unit you need to work with individuals to recognise the impact of their behaviour on others and to jointly develop and evaluate strategies for changing behavioural responses where appropriate. The unit is based on the concept of empowerment and supporting the individual as they develop strategies to cope with aspects of their behaviour which are inappropriate.

This unit applies to those who are responsible for supporting individuals who display inappropriate behavioural responses, supporting them, in a consistent manner, and promoting the motivation to develop and sustain alternative coping strategies. The workforce competence is suitable for those working in general mental health service provision but may be particularly relevant for those practitioners working with detained clients, in forensic workforce competences, prisons or in assertive outreach contexts.

You will need to ensure that practice reflects up to date information and policies.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Behavioural responses: with positive impact on others, self and environment; with negative impact on others, self and environment.

Information about: the individual's stage of development, personal beliefs and preferences and cultural background; the individual's social context; mental illness, medication and substances which may affect the individual's behaviour; other factors in the individual's life which may have an impact on their behaviour; the individual's ability and motivation to co-operate fully in changing/managing behaviour.

Information from: the individual's medical records; other practitioners; the individual and/or their significant others; other relevant records (e.g. court reports, probation records).

Review process in relation to: an interim review during development of the coping strategies; an outcome review at the conclusion of the development programme.

Support includes: physical presence; advice/guidance; facilitation of problem-solving; passing on information to other members of the care team.

This is Mental Health standard MH45

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Information	Given to others would be as agreed with the care team and consistent with organisational policy, giving due regard to confidentiality and professional codes of conduct
Significant others	Is used here to mean any individual(s) whom the individual wishes to involve in their care programme. This may include partner, relative and/or friend but also includes other members of the community or other workers such as volunteers, other care practitioners, advocate, interpreter, police or prison officer

Performance Criteria

You need to show that:

1. you gather and review relevant information about the individual's background, circumstances, behaviour and needs

2. you provide opportunities for **individuals** and significant **others** to clarify, confirm and augment the information held about the individual's needs and circumstances, in order to ensure that it provides a complete and up to date basis on which to discuss and explore behavioural responses

3. you encourage and support individuals and significant others to recognise the individual's inappropriate behavioural responses to different situations and to consider the impact of their behaviour on others, themselves and their environment

4. you help individuals to recognise patterns and triggers which may lead to inappropriate behavioural responses

5. you work with individuals to help them identify and agree on ways in which they might change or manage their behaviour to achieve desired outcomes

6. you support individuals to identify and acknowledge factors which will motivate them to change or manage their behaviour

7. you seek additional advice and support where the individual is unwilling or unable to recognise, change or manage inappropriate behavioural responses

8. you identify and agree jointly the behavioural responses that the individual is willing to change and the positive outcomes of changing these behaviours

9. you help the individual and significant others to identify the situations and circumstances which trigger the behavioural responses and ways of avoiding these from happening

10. you help the individual to explore ways of avoiding or coping with the situations and circumstances that trigger the behavioural responses when they occur, wherever practical

11. you identify and agree with the individual the coping strategies that s/he is willing and able to use

12. you provide individuals with the support and information they need to :
   - develop and practise the agreed coping strategies
   - develop and sustain their motivation to implement the coping strategies

13. you provide support to the individual in a manner which is likely to make them feel valued and respected and recognises progress made

14. you give information to the individual and significant others in a manner, and at a level and pace, appropriate to them and cover any practical difficulties which may occur, including how to get help

15. you keep an accurate record of what has been agreed with the individual in relation to developing coping strategies and the motivation to change or manage their behaviour.

16. you encourage and support everyone involved to fully participate in the review process

17. you conduct reviews at regular and appropriate intervals according to individual needs and the nature of the behavioural responses being influenced

18. you assist individuals and significant others to evaluate the effectiveness of the coping strategies in relation to:

- the individual's ability to use them effectively when required
- their appropriateness for the situations in which they are used
- the positive outcomes achieved
- any negative outcomes experienced
- next steps/further goals

19. you acknowledge the progress made by the individual towards the development of effective coping strategies in a way that will reinforce their commitment

20. you agree changes to the coping strategies with the individual, where necessary, in the light of the review

21. you build on positive outcomes identified through the review process to facilitate the individual's acknowledgement of, and motivation to deal with, inappropriate behavioural responses which they have previously been unwilling or unable to change or manage

22. you keep a record of what has and has not been achieved and identify any lessons for future work on the individual's behavioural responses and coping strategies

23. you ensure that the results of the review process are communicated clearly to all those who have a right and need to receive them

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- why it is important to treat people with respect and consideration
- the types of behaviour you should adopt to show respect and consideration for individuals and significant others
- how culture, gender and beliefs can affect what is perceived as 'acceptable' and 'non-acceptable' behaviour
- how your own culture, gender, beliefs and age affect the way that you view the behaviour of others and why it is important to recognise and accommodate this
- how to work with individuals in ways which encourage them to act constructively and with respect towards others

Legislation and organisational policy and procedures

- relevant legislation, codes of practice and guidelines and how these impact on your work in this area, including professional body standards and statutory provisions such as the mental health act
- how the legislative framework affects service provider policy and practices
- the data protection act and its implications for the recording and storing of information
- what the purpose and priorities are of the service provider and how these influence the kinds of support offered to individuals on behavioural matters

Theory and practice

- how to communicate clearly and effectively
- the importance of working with both individuals and significant others if possible
- the importance of establishing an effective, professional working relationship with individuals and significant others when working on behaviour management issues
- sources of information about what triggers different types of behaviour in different people
-
-

- the factors that may influence an individual's ability and willingness to value other people and relationships (e.g. illness, experience, the amount they are valued and value themselves)
- how to recognise when an individual is unwilling or unable to acknowledge their inappropriate behavioural responses, and when you should seek advice and support in dealing with such situations
- the reasons/possible factors for different sorts of behaviour, especially those which may be viewed as aggressive or abusive
- the possible effects the care setting and your own behaviour may have on individuals
- how to assess and manage risks to your own and others' safety when dealing with issues of inappropriate/unacceptable behaviour
- the type of impact which an individual's behaviour may have upon their quality of life and safety
- the types of information that it is appropriate to obtain from individuals and significant others
- how to obtain information from individuals and significant others
- the importance of recognising your own professional limitations and boundaries and identifying learning needs as required to meet the coping strategies of individuals
- from whom support should be sought if you are concerned about the behavioural responses of individuals or your ability to work with them to develop appropriate coping strategies, and the need for appropriate supervision
- why it is important to establish that the individual is willing to work with you to develop coping strategies
- how to foster a professional rapport with individuals and develop their motivation and a mutual enthusiasm for changing or managing their inappropriate behavioural responses
- how to promote behaviour which values others and encourages individuals to express their feelings in alternative ways (e.g. by becoming more assertive and less aggressive)
- how to support others in developing and sustaining the motivation to develop and implement coping strategies
- aspects of a carer's relationship with the individual that may help or hinder the achievement of positive goals
- the roles carers can play in helping to achieve positive outcomes for the individual
- the types of information that individuals and significant others will need if they are going to work towards agreed positive outcomes for the individual
- the types of support that individuals and significant others may need to achieve positive goals
- why it is important to review progress with individuals and/or significant others, as appropriate
- how to facilitate the participation of individuals and significant others, as appropriate, in the review process
- why it is important to evaluate the effectiveness of the coping strategies themselves as well as the individual's ability to implement them effectively
- why it is important to evaluate negative as well as positive outcomes
- why it is important to acknowledge the contributions that significant others are making and how to do so
- the importance of keeping a record of work with individuals and significant others, documented according to policy and organisational codes of practice
- the importance of noting lessons for the future and how to identify these

HSC397   **Reinforce positive behavioural goals during relationships with individuals**

About this unit
For this unit you need to undertake the complex task of establishing and sustaining effective working relationships with individuals as part of an overall strategy to confront anti-social behaviour and promote pro-social behaviour. A key part of this is making individuals recognise and take responsibility for their own behaviour and their obligations to others.

The unit covers initial contact with the individual where ground rules are explained and the expectations of the individual are clearly set out. The unit also covers sustaining and developing the relationship and deals with how you eventually disengage from your relationship with individuals. This unit is based on modelling pro-social behaviour. The initial contact might be through individual self-referral, as part of the case management process, or as a result of the individual being referred by other individuals or agencies.

The term 'individuals' refers to the people with mental health needs with whom you work. This unit applies to mental health practitioners who are involved in work that is intended to lead - directly or indirectly - to reducing anti-social behaviour of individuals with mental health needs. You will need to ensure that practice reflects up to date information and policies.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Expectations in relation to: frequency and location of contact with yourself and other workers; behaviour; learning and development goals.
Interact through: speech, language and verbal cues; volume and tone of voice; eye contact, space and position; actions, gestures and body language; active listening; giving constructive feedback.
Interactions: speech, language and verbal cues; volume and tone of voice; eye contact, space and position; actions, gestures and body language; active listening; giving constructive feedback.
Actions taken to maintain calmness and safety: divert individuals to other activities; reasoning and suggestions for other activities; preventive action to stop the individual when there is direct risk; help sought from other workers.

This is Mental Health standard MH27

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Preventive action to stop the individual when there is direct risk	Contingency action to leave the situation for your own safety and/or the safety of the individual or others. Yet if there is a direct risk which may escalate if staff leave the situation, that direct risk needs to be reduced through team working or other actions. It may be beneficial if the risk of escalation is assessed at the time by competent staff who are familiar with the individual
Expectations	With regard to behaviour refers to agreed boundaries of behaviour in a range of social contexts and in relation to different activities in which the individual with may engage. Boundaries may include statutory requirements and limitations

Performance Criteria

You need to show that:

1. you gather and review relevant information to familiarise yourself with the individual's background, circumstances, behaviour and needs before initial contact with them
2. you inform individuals accurately and clearly of your role and responsibilities and how your work relates to that of workers in other agencies
3. you explain clearly:
   - the values and objectives within which you are operating
   - the nature and boundaries of your relationship with the individual
   - your own expectations of the individual's behaviour during contact
   - the agency's expectations of the individual
4. the outcomes and consequences that may be applied if expectations are not met
5. the specific behavioural goals which are to be addressed
6. you explore with individuals what they expect from yourself and the agency
7. you interact with individuals throughout the process in a manner which:
   - models socially-desirable behaviour and communication
   - is appropriate to the individuals' background, culture, circumstances and learning needs
   - encourages an open exchange of views
   - minimises any constraints to communication
   - is free from discrimination and oppression
8. you check with individuals their understanding of interactions in a manner appropriate to their needs
9. you challenge constructively attitudes and behaviour which are anti-social or discriminatory in a manner which takes account of personal safety and which promotes the individual's change and development
10. you communicate and interact with individuals in a manner which:
    - demonstrates respect for the individual
    - recognises their circumstances and experiences but which is not judgmental
11. provides a positive example and model of behaviour
12. emphasise the individuals' responsibility for their own actions and behaviour

13. encourages their motivation

14. is free from discrimination and oppression

15. you maintain contact with individuals at a frequency and using methods which are consistent with your role, agency and statutory requirements

16. you identify factors which are known to trigger certain kinds of behaviour in the individuals, take appropriate actions to maintain calmness and safety and enable individuals to find alternative ways of expressing their feelings

17. you encourage individuals to review their behaviour and interaction with others and assist them to practise positive behaviours in a safe and supportive environment

18. you challenge the individual when their behaviour and language is anti-social, discriminatory, abusive, aggressive or infringes the rights of others and suggest positive alternatives in a way which encourages them to change

19. you review regularly with individuals their goals and the actions that they have taken to reach them, and offer prompt constructive feedback on progress

20. you explore with individuals any barriers to progress and ways in which they can address them

21. you continuously monitor and review your own behaviour, communication and interactions to ensure you are consistently modelling good practice

22. you summarise clearly and accurately the outcomes of work achieved with individuals once it is known that contact with them is to end

23. you compare outcomes with original agreements and purposes and assist individuals to review and revise their goals and plans and encourage them to find ways to sustain their behaviour change

Knowledge Specification for the whole of 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 show that you have a working knowledge of, understand and can apply in practice:

Values

- how you have applied the principles of equality, diversity and anti-discriminatory practice to your work
- how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (e.g. it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in yourself

Legislation and organisational policy and procedures

- the specific legislation, guidelines of good practice, charters, protocols and service standards which relate to the work being undertaken and the impact of this on the work
- the role of the agency and its services and how they relate to other agencies and services in the sector
- the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made
- your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

Theory and practice

- the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns
- relevant research into the relationship between known factors which influence behaviour and evidence of effective practice in tackling these factors; relevant research into effective practice in confronting anti-social behaviour and promoting pro-social behaviour; how you have applied these in your work
- strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others;
- why it is important to explicitly identify with the individual the behavioural goals to be addressed,
- how to create and promote opportunities for individuals to practise the desired behaviour;
- the importance of including within plans staged, positive, achievable objectives for change;
- the importance of your role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring your own effectiveness in this
- possible methods available for enabling individuals to change their behaviour (such as motivational interviewing, cognitive behavioural methods, adult learning methods, solution-focused therapy), evidence of their effectiveness and what may affect availability and suitability of the different options; the ways in which an individual's culture and gender might influence the choice of methods selected
- the different forms and range of effective communication (e.g. total communication); the effect of culture on communication (e.g. the use of sensory contact - touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc.)
- how to recognise what people are trying to convey by their behaviour
- behaviours which demonstrate value for others and those which do not
- the effect that disruptive and aggressive behaviour has on individuals and others in the vicinity;
- strategies for confronting anti-social behaviours whilst maintaining safety; strategies for promoting pro-social behaviours and lifestyle;

- methods of defusing potentially risky situations (such as de-escalation, diversion, talking people down)
- working methods and styles which may be used in developing, sustaining and enabling individuals to move on from relationships;
- how to empower individuals to make effective relationships in the future
- methods of evaluating your own competence, determining when further support and expertise are needed and the measures you can take to improve your own competence in this area of work
- the options for working with individuals which you have considered and the reasoning processes you used in determining the most appropriate approach for the individual concerned

HSC398   **Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour**

Elements of Competence

HSC398a   Contribute to assessing the needs of individuals for therapeutic programmes that enable them to manage their behaviour

HSC398b   Provide support during therapeutic programmes

HSC398c   Contribute to evaluating the effectiveness of the therapeutic programmes on their behaviour

About this unit[1]

For this unit you will contribute to the planning, implementation and evaluation of therapeutic programmes to help individuals manage their behaviour.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Behaviour could include: verbal abuse; physical abuse (such as assault of others, damaging property); self-abusive behaviour; illegal behaviour; sexual behaviour; reckless behaviour; bullying.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully**

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

before you begin working with the standards and to refer back to this section as required.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC398a   Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour

Performance Criteria

You need to:

1. agree with all relevant people your role in the assessment process
2. support **individuals** to understand the nature of the assessment and the roles of everyone within it
3. ensure individuals understand and agree to the assessment methods and approaches you will be using
4. clarify, or seek additional support to clarify, any misunderstanding
5. carry out your part of the assessment process in a way that:
6. values and respects individuals
7. enables them to participate actively
8. observe and monitor the individual's behaviour during the assessment
9. seek support from appropriate people if difficulties, conflicts or concerns emerge within the assessment
10. make realistic suggestions about how the individual's needs may best be   met by therapeutic programmes
11. provide **active support** to enable individuals to identify, communicate their preferences, agree and complete a contract, which sets realistic goals for the therapeutic programme
12. record accurately the processes and outcomes from the planning process within confidentiality agreements and according to legal and organisational requirements

HSC398b Provide support during therapeutic programmes

Performance Criteria

You need to:

1. give individuals sufficient and appropriate information, guidance and support to enable them to participate effectively within therapeutic programmes
2. support individuals in ways that:
3. recognises their needs, wishes, abilities, experience and cultural backgrounds
4. ensures that no one is disadvantaged nor excluded
5. communicate and interact with individuals throughout the session
6. carry out the programme in ways that supports individuals to:
7. achieve agreed goals and outcomes
8. actively participate in the programme
9. observe and monitor the individual's behaviour during the programme
10. take appropriate action if problems arise to ensure the safety of all involved and to allow the programme to proceed in as normal a manner as possible
11. work with **others** within and outside your organisation to co-ordinate therapeutic activities for individuals

HSC398c Contribute to evaluating the effectiveness of the therapeutic programmes on their behaviour

Performance Criteria

You need to:

1. support individuals, **key people** and others to identify progress the individuals have made towards their agreed goals for their behaviour

2. work with individuals to evaluate the effectiveness of sessions and the therapeutic programmes in meeting their behavioural needs

3. identify, and support individuals and key people to identify, the effects which any short-term behaviour management interventions have had on the achievement of the longer-term goals of therapeutic programmes

4. work with individuals, key people and others to identify and agree how sessions within and the programme itself should and could be changed and improved

5. record agreements and the implications of these for your work

6. share the information, according to confidentiality agreements and legal and organisational requirements

7. carry out any changes that you are responsible for

8. where you are unable to carry out any changes, you seek additional support and advice to enable you to do so

9. record and report on processes and outcomes from the observations and evaluations of therapeutic programmes, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when contributing to assessing the needs of individuals for therapeutic programmes to enabling them to manage their behaviour
- 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 their behaviour
- dilemmas between individuals' rights and their responsibilities for their own care, protection and behaviour, the rights and responsibilities of key people and your role and responsibilities in contributing to assessing the needs of individuals for therapeutic programmes to enable individuals to manage their behaviour
- stereotypical assumptions based on gender, race, culture, disability, educational experience etc that affect the perception of the acceptability of behaviour of specific individuals and how to deal with, and challenge these

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to assessing the needs of individuals for therapeutic programmes to enabling them to manage their

behaviour
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- protecting individuals from danger, harm and abuse
- health, safety, assessing and managing risks associated with individuals unacceptable behaviour
- working with others to provide integrated services
- dealing with unacceptable behaviour and restraining individuals
- your own practice and service standards relevant to your work setting and for working and therapeutic interventions to deal with unacceptable behaviour
-
- how to access records and information on the behavioural and therapeutic needs of individuals
- the purpose of, and arrangements for your supervision when working with individuals with unacceptable behaviour

Theory and practice
- how and where to access information and support that can inform your practice when assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour
- government reports, inquiries and research relevant to the protection of individuals, key people and others from danger, harm and abuse and for managing an individual's behaviour using therapeutic programmes
- theories relevant to the individuals with whom you work, about:
- aspects of human growth and development and how these can affect and be affected by the individual's behaviour
- identity, self-esteem and self-image and the affect these can have on an individual's behaviour
- the ways in which unacceptable behaviour in the short, medium and long term can affect the well-being of individuals
- how power and influence can be used and abused by:
- yourself and others when contributing to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour
- by others wishing to harm, abuse and exploit individuals
- triggers for unacceptable behaviour
- behavioural signs of withdrawal, attention-seeking, anti-social behaviour and self-damaging behaviour the effects of stress and distress
- role of relationships and support networks in promoting the well-being of the individuals in relation to their behaviour
- how to work in partnership with individuals, key people and those within and outside your organisation to manage the individual's behaviour
- the basic principles and theories underpinning the use of therapeutic programmes to enable individuals to manage their own behaviour
- how the implementation of the therapeutic programme may affect the individual's behaviour in the short, medium and longer term and the changes which can be expected
- the different ways in which the assessments for therapeutic interventions to manage an individual's behaviour can be carried out
- the range of techniques used in therapeutic programmes:
  - to enable you to decide the sort of interventions that can be used with particular individuals and factors to be taken into account when doing this
  - to enable individuals to manage their behaviour
  - to identify the progress which individuals have made towards agreed goals
  - to assess whether goals are realistic for the individual
  - to assess the impact of the short-term management of the individual's behaviour with

the longer term aims of the programme
- different evaluation methods, how they work and how they need to be adapted according to the individual and their needs

HSC399   **Develop and sustain effective working relationships with staff in other agencies**

About this unit
For this you need to develop and sustain effective working relationships with staff in other agencies. This involves acknowledging and respecting the different perspectives which others may bring and collaborating with them effectively to the benefit of the service user. The agencies concerned may be within the mental health sector and/or from other sectors such as police, probation, prisons, youth justice, housing, youth and community, education.

This Unit applies to workers involved in joint working with staff in other agencies, whether this is within formal partnership arrangements or informally and ad hoc. The unit is designed specifically for those who are **not** expected to set up effective working agreements from scratch (covered in workforce competences MH79 and unit HSC3100) but are expected to contribute to optimising the value of them.

You will need to ensure that practice reflects up to date information and policies.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Action plans: short-term and one-off; long term.
Agreements about**:** roles and responsibilities; timescales; sharing and confidentiality of information.
Roles and responsibilities of: yourself in the joint working relationship; others in your agency; other agencies directly involved; other agencies contributing to, but not directly involved in, the joint working.
Tensions arising from: differing views of people and agencies involved in the joint working; resourcing; levels of motivation and commitment; capabilities of those involved; difficulties in communication; the effect of change and uncertainty on people.

This is Mental Health standard MH 82

Performance Criteria

You need to show that:

1. you are clear about the roles and responsibilities of the different people and agencies involved in the joint working
2. you develop with **others** clear action plans for the joint work which include details of
3. its aims
   - what will happen
   - who is responsible for doing it
   - by when

4. you clarify with the people concerned their role in relation to action plans which are already in existence
5. you agree arrangements for joint work which are
6. appropriate to the nature and purpose of the work
7. likely to be effective in establishing and maintaining relationships

8. you agree with others the confidentiality attached to different types of information and how to balance the risks of sharing or not sharing information
9. you establish effective methods to monitor and review the progress of the joint work
10. you challenge attitudes, behaviour and systems which are discriminatory or oppressive
11. you seek advice and support promptly when team discussion and supervision are appropriate
12. you complete records accurately and clearly and store them according to agency requirements
13. you communicate information to people who are authorised to have it.
14. you interact with others in ways which:
    - encourage effective relationships and participation
    - respect people's roles and responsibilities
12. you identify the benefits and advantages of joint working and use these constructively in developing your own work practice
13. you identify any tensions with the people involved and agree how they will be addressed
14. you respect the views of others and maintain a clear focus on the benefits of joint working
15. you articulate and defend the views of your own agency and its policies
16. you act in a way, and at a level of involvement, which is consistent with the agreements reached with others and your own role
17. you contribute to regular reviews of the effectiveness and efficiency of joint working arrangements and identify ways in which the arrangements could be improved
18. you recommend to the appropriate people how the policies and approaches of your own agency can be improved in the light of the joint working
19. you complete records accurately and clearly and store them according to agency requirements
20. you communicate information to people who are authorised to have it

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- how you have applied the principles of equality, diversity and anti-discriminatory practice to your work

Legislation and organisational policy and procedures
- the specific legislation (national and European) which relates to the work being undertaken - both the context and the individual - and the impact of this on the work
- the nature of the sector in which you are practising, and the nature, roles and functions of the principal agencies within it
- your agency's structures, functions, methods of communication and decision making processes
- models of agency development and how these have been put into action by others, the basis of these models and their meaning for the practice of workers
- any particular factors relating to your agency's policies and practices which have affected the work undertaken
- the effect of agency structure and culture upon the policy and practice of joint working
- the actions which are appropriate in terms of resolving conflict and the tensions which might arise between current thinking and agency policy

Theory and practice
- principles and benefits of joint working and the importance of reaching agreements about roles and responsibilities and arrangements for decision-making
- methods of identifying and resolving conflict within and between agencies and between individuals
- the factors likely to hinder joint working
- how stereotypical assumptions can affect joint work and examples of how you have minimised these
- methods of assessing the effectiveness of joint working relationships
- methods of evaluating your own competence, determining when further support and expertise are needed and the measures taken to improve your own competence in this area of work

HSC3100   **Participate in inter-disciplinary team working to support individuals**

Elements of Competence

HSC3100a   Participate in inter-disciplinary team working to support individuals and others to assess individuals' needs
HSC3100b   Participate in inter-disciplinary team working to support individuals and others to plan and implement individualised care packages
HSC3100c   Participate in inter-disciplinary team working to support individuals and others to evaluate individualised care packages

About this unit[1]
For this unit you need to be able to participate effectively in inter-disciplinary teams to support the identification of individuals' needs and the planning, implementation and review of individualised care or support packages.
Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the individual's preferred spoken language; signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals' lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC3100a   Participate in inter-disciplinary team working to support individuals and others to assess individuals' needs

Performance Criteria

You need to:

1. provide **active support** to enable **individuals** to communicate their needs, wishes, preferences, and concerns
2. support **key people** in the individuals' lives to communicate their perceived needs, wishes, preferences and concerns
3. accurately record and represent the views of all concerned when working within the inter-disciplinary teams to assess the individuals' needs
4. support individuals to identify other organisations and specialist services, which could contribute to identifying, assessing and meeting their needs and preferences
5. establish within the team your role and responsibilities in the assessment process and inform individuals of these
6. contribute to the assessment process as agreed by the team and with the individual

HSC3100b Participate in inter-disciplinary team working to support individuals and others to plan and implement individualised care packages

Performance Criteria

You need to:

1. agree your role and responsibilities for planning and implementing the individualised care packages for individuals within the team

2. contribute to planning and implementing individualised care packages for individuals within your role and responsibilities

3. communicate the agreed plan to individuals and key people, helping them to understand any differences that have been included and the reasons for these

4. respond to queries and concerns about where the content of care package differs from their requests

5. communicate your role and responsibilities within the care package to individuals and key people

6. raise within team meetings any concerns about the planning and implementation of the care package

7. accurately record processes and outcomes and communicate these to team members to ensure that the individual receives a continuous and seamless service

8. report any difficulties in implementing the care package to the appropriate people and organisations as soon as possible

HSC3100c   Participate in inter-disciplinary team working to support individuals and others to evaluate individualised care packages

Performance Criteria

You need to show that:

- you encourage and support individuals to identify how they should and could contribute to the review
- you ensure that individuals and other appropriate people are present at joint reviews of individualised care packages
- you accurately represent, and support individuals to represent their views, about the effects of the care package on their health and social well-being
- you report clearly, and based on recorded evidence, any concerns and benefits of the care package
- you identify other agencies and organisations that may have a role in supporting individuals and contributing to the review
- you act as an advocate for the individual, where this is appropriate
- you agree with all involved, and taking account of the individuals expressed needs, preferences and concerns:
  - changes that are required to the care package
  - the responsibilities of individuals, key people and **others** within this process
- the timescales for making the changes
- you record and report on the review, agreed changes and the implications of these for:
  - your own role and responsibilities
  - the role and responsibilities of your organisation
  - individuals and key people
- within confidentiality agreements and according to legal and organisational requirements.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when participating in inter-disciplinary team working to develop, implement and review individualised care packages for individuals
- 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 the individualised care or support packages
- how to ensure that you protect the rights and the interests of individuals, taking account of any limitations on the individuals' rights
- dilemmas between:
- individuals' rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection
- individuals' views, preferences and expectations and how these can be and are being met within the care needs assessment and care packages
- your own values and those of the individual and key people
- your own professional values and those of others within and outside your organisations
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individualised care packages to be developed, implemented and reviewed
- how to challenge discriminatory remarks, actions and practice

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when assessing individual needs and preferences, and contributing to the development, implementation and review of care packages
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- care planning and review
- joint working within and outside your organisation and for the good of the individuals
- practice and service standards relevant to your work setting and relating to the assessment of individual needs and preferences, and the development, implementation and review of individualised care packages
- national guidelines and organisational procedures relating to co-operation, collaboration, and co-ordination of services and service planning between agencies
- how to access records and information on the needs, views and preferences of individuals and key people
- the impact of organisational structure and culture upon the policy and practice of

inter-organisational, inter-disciplinary and inter professional working

- how interdisciplinary working differs from other models of care provision
- ways in which inter-agency and inter-disciplinary working can contribute to more effective delivery of care
-
- Theory and practice
- 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
- government reports, inquiries and research reports relevant to best practice in multi-disciplinary team working for the development, implementation and review of care packages
- The rationale for the personalisation of care and how this can work in practice
- theories and best practice relevant to:
- the assessment of the holistic needs and circumstances of individuals
- care planning, implementation and review generally, and specifically to the individuals with whom you work
- methods of monitoring, reviewing and evaluating care packages within a multidisciplinary team
- The rights of individuals who are eligible for direct payments and the processes involved
- The impact of direct payments on the support provided for individuals
- methods of supporting individuals to:
- contribute to assessments and reviews
- express their needs and preferences
- 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 well-being
- how to work with, and resolve conflicts that you are likely to meet
- principles:
- of multi-disciplinary and multi-organisational working to assess needs and plan, implement and review individualised care or support packages
- that underpin effective joint agreements, team working and management
- for communication techniques that are effective in promoting effective joint working and management of individualised care packages
- on how to motivate team members to work effectively and for the good of the individuals involved
- related to handling and minimising inter-personal conflict

HSC3101   **Help develop community networks and partnerships**

Elements of Competence

HSC3101a   Identify areas where community networks and partnerships could inform and support practice

HSC3101b   Bring together relevant people and organisations to be involved in community networks and partnerships

HSC3101c   Contribute to running and evaluating community networks and partnerships

About this unit[1]

For this unit you need to support the development of community networks and partnerships, identifying where these could inform and support practice, bringing people together to run them and contributing to running and evaluating community networks and partnerships.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Participation	The process through which individuals influence and share control over the development initiatives, decisions and resources that affect them
Participating	Means 'being involved' to some extent. Many people participate at some level in family life using their role (brother, cousin etc) to take an active part in keeping the family functioning. Outside the home there are many levels of participation, some individuals may do on their own, others may involve being a member of a group or organisation
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC3101a   Identify areas where community networks and partnerships could inform and support practice

Performance Criteria

You need to:

1.   provide **active support** to enable **individuals** and **key people** to identify and communicate gaps in the provision

2.   work collaboratively with those within and outside your organisation to identify areas of practice that could be supported by community networks and partnerships

3.   research the local area to identify possible sources of support for the development of community networks and partnerships to meet provision and practice needs

4.   investigate with **others** how gaps in the provision and areas of practice may be supported by the development of community networks and partnerships

5.   access and review information on existing community networks and partnerships that could meet provision and practice needs

6.   confirm and share your findings with relevant individuals, key people and others, within confidentiality agreements and according to legal and organisational requirements

HSC3101b   Bring together relevant people and organisations to be involved in community networks and partnerships

Performance Criteria

You need to:

1. work with others to identify:
   - the type of public involvement and collaboration needed to meet local provision and practice needs
   - how and who should be involved, to enable individuals to **participate** in public collaborations
2. liaise and promote the idea of public collaborations with people and organisations that could contribute
3. identify and contact similar collaborations to enable them to share experiences and practice with potential members of the new collaborations
4. promote the value of collaborative working to all who may be involved in the public collaboration
5. encourage community members to evaluate the effectiveness of the public collaborations in meeting the provision and practice needs identified
6. work with others to organise meetings to bring together public collaborations

HSC3101c   Contribute to running and evaluating community networks and partnerships

Performance Criteria

You need to:

1. encourage members to examine and agree the reasons, aims, purpose and outcomes of community networks and partnerships
2. work with networks to ensure that they:
   - are run in ways that value and respect individuals and the group
   - do not discriminate in their own working practices and against other groups and networks
   - promote inclusiveness and empowering ways of working within communities
3. encourage networks to examine the best ways of organising their time, resources and collective endeavours to best meet their aims, purpose and outcomes
4. support networks and partnerships to set up systems that:
5. seek and acquire resources that will enable them to meet their aims, purpose and outcomes
6. allow them to collect and provide up to date information on their purpose and functioning
7. monitor and evaluate their activities
8. evaluate external support and any costs incurred
9. work with networks to examine the potential for collaboration with other groups, networks and collaborations
10. work with others to ensure that activities carried out by networks and partnerships are working within legal and regulatory requirements
11. support networks and partnerships to evaluate their:
    - strengths
    - weaknesses
    - potential areas of development
    - activities

12.   and to make changes to structures and practices to make them more effective

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when helping develop community networks and partnerships
- how to provide active support and place the preferences and best interests of the group and its members at the centre of everything you do, whilst enabling group members to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about how the group should be developed and run
- how to work in partnership with individuals, key people and those within and outside your organisation to support the development and running of community networks and partnerships
- methods that are effective in supporting community networks and partnerships to be inclusive, respect the diversity of group members and deal with, and challenge discrimination appropriately
- how stereotypical assumptions can affect the development and running of community networks and partnerships and the ways in which you can minimise your own stereotypical assumptions and challenge the assumptions of others

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when contributing to the development and running of community networks and partnerships
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- protecting individuals from danger, harm and abuse
- development and running of community networks and partnerships
- working with others to provide integrated services
- policies, practices and procedures of other organisations and workers which affect the opportunities and boundaries for setting up and maintaining community networks and partnerships

Theory and practice

- how and where to access information and support that can inform your practice when contributing to the setting up and running of community networks and partnerships
- how you can access, review and evaluate information about the community networks and

partnerships and their benefits and risks to individuals

- The meaning and application of 'participation' and why this is important.
- government reports, inquiries and research relevant to setting up and running community networks and partnerships
- how power and influence can be used and abused within community networks and partnerships
- the responsibilities and limits of your relationships with emerging and established networks and partnerships
- how to work in partnership with individuals, key people and those within and outside your organisation to enable community networks and partnerships to be developed
- how to work with, and resolve conflicts that you are likely to meet when contributing to setting up and running community networks and partnerships
- the range of existing networks and partnerships and the interest groups they serve and how to access this information
- the variety of specialist skills and resources available within communities generally, and specifically in the area where you work
- strategies that are likely to promote a stable network and how they can be sustained
- the different types of information which individuals may require before committing themselves to be involved
- the reasons for disseminating information on networks and partnerships to colleagues
- how to support individuals and group members to monitor and evaluate the effectiveness of the networks and partnerships
- the role of networks and partnerships in promoting the well-being of the individuals with whom you work
- what is meant by co-operation, collaboration, co-ordination and conflict, why these are important in network and partnership working and the positive and negative effects they can have on networks and partnerships
- principles for:
- developing and running community networks and partnerships
- community work and development to meet the needs of individuals and key people
- team working in multi-agency and multi disciplinary context
- communicating with interest groups
- managing change for individuals and key people
- where and how to access funding and resources to develop and run community networks and partnerships and the implications of the structure and type of network/partnership on access to funding and resources
- the benefits of community networks and partnerships for individuals, key people and the service they receive

HSC3102   Work with community networks and partnerships
Element of Competence
HSC3102a   Identify the potential for being involved in community networks
HSC3102b   Participate effectively as a member of community networks
HSC3102c   Provide information to inform practice

About this unit[1]
For this unit you need to work with public networks and partnerships to support the health and social well-being of individuals and key people.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC3102a   Identify the potential for being involved in community networks

Performance Criteria

You need to:

1. work with **individuals**, **key people** and **others** to identify and communicate the community networks that might be important to them and your organisation and practice
2. investigate and liaise with local community networks and partnerships to which you could contribute to identify how you might be involved and the contribution you could make
3. investigate the costs and benefits of being involved in community networks and partnerships to you, the people for whom you are responsible and your organisation
4. identify community networks that would value and welcome your contribution, experience and expertise
5. work with the individual and others to agree which community networks the individual may wish to join

HSC3102b   Participate effectively as a member of community networks

Performance Criteria

You need to:

1. work with community networks to identify your role as a member
2. review documents about the community networks to ensure that you are fully briefed about their nature and purpose
3. work with network members to identify your responsibilities and the responsibilities of others within the group
4. identify with network members how the network operates and its interface and working relationships with other networks and partnerships
5. ensure that you carry out your responsibilities effectively and efficiently, informing network members if problems and difficulties arise
6. work within and between network meetings to promote the value of the network
7. work with others to resolve conflicts within networks
8. observe and challenge practices that are discriminatory

HSC3102c   Provide information to inform practice

Performance Criteria

You need to:

1.   identify sources of information and support that could inform the practice of networks

2.   negotiate and agree strategies and responsibilities with network members to ensure that information is accessed

3.   review information and share it with network members, according to confidentiality agreements with the original source

4.   identify information from the networks and partnerships that is of value to you and your organisation

5.   work with others within networks and partnerships to identify how the information might inform practice of the network

6.   review and evaluate information to enable you to identify where and how it could be used to best inform your own practice

7.   discuss your ideas and agree any changes with relevant people

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when working with community networks
- how to provide **active support** and place the preferences and best interests of the group and its members at the centre of everything you do, whilst enabling group members to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about community networks and their usefulness to them
- how to work in networks with individuals, key people and those within and outside your organisation
- methods that are effective in supporting community networks and partnerships to be inclusive, respect the diversity of group members and deal with, and challenge discrimination appropriately
- how stereotypical assumptions can affect the development and running of community networks and the ways in which you can minimise your own stereotypical assumptions and challenge the assumptions of others

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when working with community networks
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management

- protecting individuals from danger, harm and abuse
- development and running of community networks and partnerships
- working with others to provide integrated services
- policies, practices and procedures of other organisations and workers which affect the opportunities and boundaries for working in community networks and partnerships

Theory and practice

- how and where to access information and support that can inform your practice when working with community networks
- how you can access, review and evaluate information about the community networks and their benefits and risks to individuals
- government reports, inquiries and research relevant to working with community networks
- how power and influence can be used and abused within community networks
- the responsibilities and limits of your relationships with community networks in which you are involved
- how to work in partnership with individuals, key people and those within and outside your organisation to enable community networks to work and meet the needs of individuals and key people
- how to work with, and resolve conflicts that you are likely to meet when working with community networks
- the range of existing networks and partnerships and the interest groups they serve and how to access this information
- strategies that are likely to promote a stable network and how they can be sustained
- the reasons for disseminating information on networks and partnerships to colleagues
- what is meant by co-operation, collaboration, co-ordination and conflict, why these are important in network and partnership working and the positive and negative effects they can have on networks
- principles for:
- working with community networks
- community work and development to meet the needs of individuals and key people
- team working in multi-agency and multi disciplinary context
- communicating with interest groups
- where and how to access funding and resources to develop and run community networks and the implications of the structure and type of network/partnership on access to funding and resources
- the benefits of community networks for individuals, key people and the service they receive
- how to support individuals and group members to monitor and evaluate the effectiveness of the networks

HSC3103   **Contribute to raising awareness of health issues**

Elements of Competence

HSC3103a   Work with others to identify health issues which affect individuals

HSC3103b   Assist in planning and implementing activities to raise awareness of health issues

HSC3103c   Evaluate, with others, the effectiveness and impact of the awareness raising

About this unit[1]

For this unit you will be expected to work with others to identify, plan and evaluate awareness raising on particular health issues.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people[2] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC3103a   Work with others to identify health issues which affect individuals

Performance Criteria

You need to:

1. identify and discuss health issues, needs and **risks** that are relevant to **individuals** and **key people** or their representatives in your area of work

2. alert those within and outside your organisation to any health issues where awareness needs to be raised

3. identify, with those within and outside your organisation, potential sources of information and support that can be used to help raise awareness of health issues

4. consult with **others** to determine the overall interest in and demand for awareness raising

5. collate and analyse the information obtained and present the information and results to relevant people

HSC3103b Assist in planning and implementing activities to raise awareness of health issues

Performance Criteria

You need to:

1. discuss, identify and agree your role and responsibilities within the team who are planning the awareness raising

2. discuss and agree the aims, objectives, outcomes and target audience for the awareness raising

3. identify, with those within the planning team, opportunities and constraints of different forms and media for awareness raising that could meet the objectives and attract the interest of the target audiences

4. identify and recommend options that are most likely to meet the aims and objectives of the awareness raising

5. discuss and agree the most appropriate option with the planning team

6. develop a plan that outlines how these will be put into action, monitored and evaluated

HSC3103c   Evaluate, with others, the effectiveness and impact of the awareness raising

Performance Criteria

You need to:

1. encourage people to give constructive feedback about the awareness raising and your part in it

2. gather and collate data and information on the processes, outcomes and impact the awareness raising has had on the target audience

3. evaluate your contribution to the awareness raising against agreed objectives, targets and outcomes

4. offer constructive feedback on the awareness raising activities and programme overall

5. identify and recommend ways in which the awareness raising activities and programme could be improved

6. record and report on the impact of the awareness raising overall, specific activities within the programme and your contribution to it, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when raising awareness of health issues and how to deal with and challenge discrimination

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when raising awareness of health issues
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- awareness raising on specific health issues
- working with others to provide integrated services

Theory and practice
- how and where to access information and support that can inform your practice on awareness raising
- how to access, review and evaluate information about awareness raising generally, and for specific health issues
- government reports, inquiries and research relevant to raising awareness on health issues
- how to work in partnership with individuals, key people and those within and outside your organisation to raise awareness of health issues
- factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people and how to assess the needs for the awareness raising of specific health issues
- theories and methods of:
  - awareness raising for different purposes and different audiences
  - communication
- why the views of those who are the target of the awareness raising are important
- different options for awareness raising, their costs and benefits to the target audiences and how to select the best available options
- methods of:
  - consulting with different groups
  - communicating with interest groups
  - collecting, analysing and interpreting feedback to enable decisions to be made about the awareness raising strategies
  - evaluating evidence presented by interest groups to influence awareness raising
- dissemination and how the awareness raising subject will affect the methods used
- the purpose of effective planning for awareness raising
- how to work with, and resolve conflicts that you are likely to meet

HSC3104   **Support the development of networks to meet assessed needs and planned outcomes**

Elements of Competence

HSC3104a   Examine with individuals, families, carers, groups, communities and others support networks which can be accessed and developed

HSC3104b   Work with individuals, families, carers, groups, communities and others to initiate and sustain support networks

HSC3104c   Contribute to the development and evaluation of support networks

About this unit

For this unit you need to show that you can support the development of networks that will help meet the assessed needs and planned outcomes for individuals, individuals, families, carers, groups, communities.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Networks: formal, which are often linked to national, regional and local organisations and agencies; informal, that is, where loosely knit networks are established to provide for particular support needs.

The range of possible options: formal networks; informal networks; networks within families, neighbourhoods and communities of shared interest.

Type of support could be at: family; neighbourhood; community level.

Resources: organisational resources: direct payments; organisations controlled by individuals using the services.

You will need to:

    work with situations of differing levels of complexity

    work with situations where a range of support needs have to be addressed

    work holistically with service users and carers

    transfer and apply knowledge, skills and values to new and unfamiliar contexts

This is Social Work standard 7

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Others	Professional colleagues
The range of possible options	Covers networks that can be accessed from local, regional and national organisations and groups.
Type of support	Could be at different levels and will take account of the strengths, vulnerabilities and breaking points of individuals, families, carers, groups and communities
Disengage from networks	Presumes that you will be available for contact if the network requires your intervention

HSC3104a   **Examine with individuals, families, carers, groups, communities and others support networks which can be accessed and developed**

Performance Criteria

You need to show that:

1. you identify and collate information:
   - on possible networks that could be accessed locally, regionally and nationally
   - that will enable networks to be developed to meet assessed needs and planned outcomes
2. you provide information on, and discuss and clarify, the range of networks that could meet needs and achieve planned outcomes
3. you identify and record gaps in provision, unmet need and any consequences that might arise from these
4. you discuss and identify whether and how, networks could be formed to fill identified gaps

HSC3104b   Work with individuals, families, carers, groups, communities and other to initiate and sustain support networks

Performance Criteria

You need to show that:

1. you identify the type of support **individuals**, families, carers, groups and communities would need to organise networks
2. you work with, and support others to identify, provide and secure resources and support new and existing networks
3. you discuss and agree the ways in which you, your organisation and other organisations can initiate and sustain support networks, including support:
   - for the leadership of the network
   - to promote the involvement of members
   - to establish ways in which changes can be made to the network
4. to establish and maintain ways of renewing membership of the network
   you ensure agreements are kept or re-negotiated

HSC3104c   Contribute to the development and evaluation of support networks

Performance Criteria

You need to show that:

1. you work with key individuals and organisations to identify best practice
2. you make full use of existing and potential networks to reduce <u>discrimination and social exclusion</u>
3. you provide support to the network which:
   - helps the network identify the stages of development, and any changes needed
   - supports individuals within networks when they wish to increase or reduce their contributions, or to disengage
   - enhances the leadership of the network
4. you continuously monitor the support networks for vulnerability and breaking points
5. you review the value of your organisation's contribution to the network
6. you identify and use appropriate <u>social work theories</u>, methods and <u>approaches</u> to disengage from networks

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications for your practice
- respect for, and the promotion of:
  - each person as an individual
  - independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
  - recognise and facilitate each person's use of the language and form of communication of their choice
- value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- theories about the impact of discrimination, and methods of working with diversity

Legislation and organisational policy and procedures

- country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information
- social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
- international law and social policy, in broad terms, for the purpose of comparison
- policies, procedures and legal requirements for the security and confidentiality of information

- organisational structures, policies and procedures for the development and support of networks

Theory and practice
- historical perspectives of social work and social welfare
- demographic and social trends
- theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
- contemporary issues and trends in social work
- understanding of why people use social work and social care services
- psychological and sociological explanations of:
  o human growth and development and the factors that impact on it
  o mental health and well-being
  o social interactions and relationships
  o discrimination and oppression
  o human behaviour
  o knowledge of the range of local, and appropriate national, networks, resources and services
  o theories about how systems work
  o the support, maintenance and developmental needs of networks at different stages of their development
- how to access and use information and communications technology (ICT) and other electronic systems that may help in the development and support of networks
- principles, theories and methods of social work practice
- theories about the impact of authority and power in the social work role
- theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- lessons learned from both serious failure of service and practice, and from successful interventions
- approaches to evidence and knowledge based practice
- theories of organisations, group behaviour and organisational change
- methods of supporting networks to identify opportunities, and secure resources and of engaging with, and disengaging from networks
- theories and methods of promoting personal, social and emotional well- being

Elements of competence

HSC3105.1   Help to identify the need for volunteers
HSC3105.2   Discuss volunteer roles with volunteers and help to assess their
suitability

About this Unit
For this Unit you need to contribute to the recruitment and placement of volunteers.

Evidence Requirements for the Unit
**It is essential that you adhere to the Evidence Requirements for this Unit – please
see details overleaf.**

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
• Simulation is **NOT** permitted for any part of this unit.
The following forms of evidence ARE mandatory:
• **Direct Observation:** Your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit. Your assessor or another professional may be working with you as you interview and select volunteers.   • **Reflective Account/professional discussion:** These will be a description of your practice in particular situations. For example, you could explain the role that volunteers take in your work, the skills and values you are looking for in the individuals and how you support them and ensure that they receive sufficient training and supervision to carry out their responsibilities.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
• **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 the assessor/expert witness may also ask questions to clarify aspects of your practice.   • **Expert Witness**: A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts.   • **Witness testimony**: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague, a volunteer or an individual receiving care.   • **Products**: These can be supervision records, personal profiles, information records, diary evidence of day to day practice.   You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.
GENERAL GUIDANCE
• 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 and the parts of the scope that are relevant to your job role.   • 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 Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.   • All evidence must relate to your own work practice.

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
Legislation and organisational policy and procedures	
1 Your organisation's goals.	
2 How volunteers can contribute to your organisation's goals.	
3 How to help potential volunteers understand specific volunteer roles, how they contribute to your organisation's goals and the level of commitment they need to make.	
Theory and practice	
4 The principles of effective communication and how to apply them.	
5 The information people need, to be able to assess their own suitability for volunteer roles and whether they will meet their needs and expectations.	
Information and knowledge management:	
6 The importance of keeping clear and accurate records of information, and how to do so.	
7 The principle of confidentiality: what information may be provided to whom.	
Involvement and motivation:	
8 How to help people articulate their motivations and understand how volunteering roles could meet their needs and expectations.	
Volunteering:	
9 How volunteering roles can complement and add value to the work of other volunteers/paid staff.	
10 The type of commitment volunteers need to make.	

HSC3105.1   Help to identify the need for volunteers

Performance criteria		DO	RA	EW	Q	P	WT
1	You identify roles in which volunteers could make an effective contribution to the organisation's goals.						
2	You identify how volunteer roles complement and add value to the work of other volunteers/paid staff.						
3	You identify the potential benefits of volunteer roles to volunteers						
4	You help to identify the knowledge, skills, experience and personal qualities required for volunteer roles.						

HSC3105.2   Discuss volunteer roles with volunteers and help to assess their suitability

Performance criteria		DO	RA	EW	Q	P	WT
1	You help potential volunteers clearly to understand: (a) the volunteer roles you are recruiting for and the activities involved (b) how the volunteer roles contribute to your organisation's goals (c) the commitment they would need to make						
2	You help potential volunteers to articulate their motivations for volunteering and understand how volunteer roles could meet their needs and expectations.						
3	You provide sufficient information to potential volunteers to allow them to assess their suitability for volunteer roles, and whether the roles will meet their needs and expectations.						
4	You help to assess potential volunteers' knowledge, skills, experience and personal qualities.						
5	You recommend roles for potential volunteers that provide a good fit with their knowledge, skills, experience and personal qualities and meet their needs and expectations.						
6	You record information accurately and treat all information confidentially.						

DO = Direct Observation   *RA = Reflective Account*   *Q = Questions*

EW = Expert Witness   *P = Product (Work)*   *WT = Witness Testimony*

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: ……………………………………..…………………………..

HSC3106   **Plan, organise and monitor the work of volunteers**

Elements of Competence

HSC3106a   Plan work to meet requirements

HSC3106b   Organise volunteers and other resources

HSC3106c   Monitor work and make sure requirements have been met

About this unit

For this unit you need to analyse the needs, develop specific plans, organise and allocate work to maximise the efficiency and effectiveness of the volunteers, and finally when the work is underway you need to monitor the work of volunteers.

This is Voluntary Sector standard D1.

HSC3106a   Plan work to meet requirements

Performance Criteria

You need to show that:

1. you collect sufficient information about the work that needs to be done in order to understand
   - the outcomes you must achieve
   - when you must achieve these outcomes
   - the quality standards you must meet

2. you break the work down into objectives that are specific, measurable, achievable, realistic and time-bound

3. you identify the order in which each objective must be achieved and when it must be achieved

4. you identify the most effective and efficient working methods to achieve each objective

5. you identify the types and numbers of volunteers required and the resources they will need to support their work

6. you make sure your plans are in line with your organisation's policies and procedures

7. you record your plans in ways that will help you to put them into practice and communicate them to others

8. you negotiate your plans with colleagues and decision makers and gain their approval

HSC3106b   Organise volunteers and other resources

Performance Criteria

You need to show that:

1. you identify the specific volunteers and other resources you need for each aspect of your plan

2. you negotiate with volunteers, colleagues, suppliers and decision makers to make sure volunteers and other resources are available as planned

3. you make sure that the available volunteers and other resources are capable of achieving your plans and that they meet organisational policies and procedures

4. you revise your plans if the available volunteers and other resources do not meet your requirements

5. you keep accurate records of the volunteers and other resources you have allocated to the work

6.   you gain approval for the planned work to begin

HSC3106c   Monitor work and make sure requirements have been met

Performance Criteria

You need to show that:

1.   you check work progress to make sure the objectives, targets and quality standards are being met as planned
2.   you promptly identify when requirements are not being met
3.   you work with your volunteers, colleagues, suppliers and decision makers to find effective and efficient solutions to problems in line with your organisation's policies and procedures
4.   you record progress and any changes to your plans
5.   you keep volunteers, colleagues and decision makers informed of progress
6.   you check that the final outcomes of the work have been delivered
7.   you evaluate your planning, organisation and monitoring and note the lessons for future work

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
  • the legal requirements you need to consider when agreeing volunteers' working methods and roles
  • your organisation's policies and procedures relating to the involvement of volunteers
  • your organisation's procedures for consulting on plans and gaining approval
Theory and practice
  • Communication:
  • the principles of effective communication, and how to apply them
  • the importance of keeping relevant people informed about plans and progress towards them, and how to do so
  • Information and knowledge management
  • the importance of keeping clear and accurate records, and how to do so
  • Involvement and motivation
  • the importance of involving volunteers and other people in solving problems and how to gain their involvement
  • Monitoring, review and evaluation:
  • the importance of monitoring work, and the methods you may use
  • the importance of evaluation and learning lessons for future work
  • Negotiation and agreement
  • the importance of negotiating with colleagues and decision makers, and how to do so
  • Planning and coordination:
  • the importance of planning, and how to develop plans for the work for which you are responsible
  • the importance of having a clear understanding of what the required outcomes of the work are, when they must be achieved and the quality standards required

- the importance of having objectives that are specific, measurable, achievable, realistic and time-bound (SMART), and how to break work down into SMART objectives
- how to identify the correct order in which objectives should be achieved
- how to identify effective and efficient working methods
- the importance of being flexible and revising plans to take account of changing circumstances
- the types of problems that may occur and how to deal with these
- Resource management:
- how to identify the types and numbers of volunteers and other resources you need
- how to obtain the specific volunteers and other resources you need
- the importance of checking that volunteers and other resources meet your requirements and how to do so

HSC3107   **Lead and motivate volunteers**

Elements of Competence

HSC3107a   Brief volunteers on work requirements and responsibilities
HSC3107b   Help volunteers to solve problems during volunteering activities
HSC3107c   Debrief and give feedback to volunteers on their work

About this unit

For this unit you need to lead, motivate and develop volunteer's commitment so that they achieve high standards.

This is Voluntary Sector standard D2.

HSC3107a   Brief volunteers on work requirements and responsibilities

Performance Criteria

You need to show that:

1. you choose a place and a time for the briefing that is appropriate to your volunteers and their work

2. you explain the purpose and value of the work that you want your volunteers to do and motivate them to achieve high standards

3. you encourage and support your volunteers to take ownership of the work and suggest ways in which your plans could be improved or adapted to meet their diverse needs, abilities and potential

4. you agree individual responsibilities and working methods with each volunteer and make sure they understand what is expected of them and are confident about taking on these responsibilities

5. you agree with volunteers how they should communicate with you and with each other

6. you communicate with volunteers at all times in ways that meet their diverse needs and show respect for their volunteer role

HSC3107b   Help volunteers to solve problems during volunteering activities

Performance Criteria

You need to show that:

1. you monitor volunteering activities and identify problems when they occur

2. you collect and analyse available information about the nature of the problem

3. you identify the implications of the problem and communicate these to those involved

4. you provide temporary support to help volunteers overcome problems if necessary

5. you promote an atmosphere in which individuals are not blamed for the problem, and problems are seen as an opportunity for learning

6. you encourage an approach in which your volunteers take responsibility for the problem and feel motivated to work towards an acceptable solution

7. you work with those involved to identify and agree the cause of the problem and a solution that is acceptable to them and in line your organisation's policies and procedures

8. you communicate clearly and effectively with those involved in ways that recognise their diverse needs

9. you treat confidential information appropriately, whilst being open and transparent about non-confidential issues

HSC3107c   Debrief and give feedback to volunteers on their work

Performance Criteria

You need to show that:

1.   you evaluate your volunteers' work against agreed work requirements, using fair and objective criteria

2.   you choose an appropriate time and place to debrief and provide feedback to volunteers

3.   you clearly explain the purpose of debriefing and feedback and encourage an open and honest approach

4.   you encourage and support your volunteers to reflect on the work they have done and to provide objective feedback to you

5.   you give your volunteers feedback that is based on your evaluation of their work and takes account of their views and opinions

6.   you acknowledge and celebrate your volunteers' achievements in ways that reinforce their motivation

7.   you provide constructive suggestions to improve your volunteers' future performance and agree these with your volunteers

8.   you identify where your volunteers may need additional support and make this available, where appropriate

9.   you show respect for your volunteers' individual needs and preferences and the nature of their voluntary role

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- the importance of taking account of people's diverse abilities, styles and motivations
- the importance of making sure that working methods and roles are consistent with your volunteers' diverse needs, abilities and potential, and how to do so

Legislation and organisational policy and procedures
- the legal requirements you need to consider when agreeing volunteers' working methods and roles

Theory and practice
- Communication:
- the principles of effective communication and how to apply them
- the importance of briefing volunteer staff and the different ways in which this can be done
- the information that should be given during briefings
- the importance of having effective methods of communication with and between volunteers
- Continuous improvement:
- the importance of seeking new and innovative roles and working methods and how to identify these
- Involvement and motivation:
- the importance of involving your volunteers in selecting and planning their roles and responsibilities and how to do so
- the importance of giving volunteers the opportunity to evaluate their own work, and how to encourage and enable them to do this
- the importance of providing feedback to people, and how to give appropriate feedback sensitively and constructively
- the importance of basing feedback on an objective evaluation of performance
- the importance of celebrating the achievement of volunteers and methods you can use to do so
- Monitoring, review and evaluation:
- how to monitor and evaluate the work of volunteers
- the importance of using fair and objective criteria for evaluation and what types of criteria might be appropriate in a volunteer context
- the importance of using evidence for evaluations and the types of evidence you could use
- the types of factors that might affect volunteers' performance and how to take account of these when evaluating their work
- Support and supervision
- how to determine and agree the requirements for the work of volunteers
- the types of support that volunteers have a right to expect from their supervisor and how to provide these

HSC3108   Enable learning through presentations

Elements of Competence

L10:1   **Give presentations to groups**
L10:2   **Produce follow-up exercises**

Overview
This unit is appropriate for you if your role involves:
- o   making effective presentations
- o   producing follow-up activities after presentations

The activities you are likely to be involved in:
• identifying individual needs and learning styles
• choosing appropriate presentation techniques
• structuring presentations
• adapting presentations to take account of technology-based learning

What the unit covers:
- • giving presentations to groups
- • producing follow-up exercises

This standard is import from ENTO – Learning and Development National Occupational Standards where it is Standard L10

L10:1   Element L10.1: Give presentations to groups

Performance criteria
You must be able to do the following:
1.   Take account of the size and different needs of the people in the group when deciding on how to deliver the presentation.
2.   Present information in a tone, manner and at a speed which is appropriate to the needs and capabilities of the learner.
3.   Recognise and respond to individual needs and learning styles.
4.   Use visual aids which support the information you are presenting and use technology-based learning if it is available.
5.   Encourage learners to ask questions and get explanations at appropriate stages in the presentation.
6.   Give clear and accurate information to reinforce learning points in the presentation.
7.   Reduce distractions and disruptions as much as possible.

L10:2   Produce follow-up exercises

Performance Criteria

You must be able to do the following:
1.   Choose exercises and activities which will reinforce the main areas of the presentation.
2.   Ensure group members understand the aims and expected outcomes of the exercises and activities.
3.   Give clear guidance and instructions on how to take part in the exercises and activities.
4.   Ensure that the manner, level and speed of communication throughout the process encourages the learner to take part and understand.
5.   Get involved in the exercises and activities to make sure they are effective.
6.   Give learners positive feedback on the process and learning outcomes.

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of presentations
- which types of learning are best achieved and supported through presentations
- the separate areas of exercises and activities which encourage learning
- how to choose from a range of presentation techniques
- how to put information in order and decide whether the language you will be using is appropriate for the learners
- how to adapt presentations and activities to support learning
- how to identify and use different learning opportunities
- how to structure presentations and activities

Principles and concepts
- how to put learners at their ease and encourage them to take part
- how to choose appropriate activities
- which factors are likely to prevent learning and how to overcome them
- how to check learners' understanding and progress
- how to choose and prepare appropriate visual aids
- how to identify and evaluate changes and developments in technology and e-learning and whether they are relevant to delivering learning and development
- how to use appropriate forms of questioning during presentations
- the separate areas of presentations which encourage learning
- how to choose from a range of exercises and activities

External factors influencing the learning environment
- how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice
- how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
- how to analyse and use developments in learning and new ways of delivery, including technology-based learning

HSC3109   Enable group learning

Elements of Competence

L13.1   Manage group dynamics
L13:2   Enable the group to learn together

Overview
This unit is appropriate for you if your role involves:
- o managing group work to improve learning

The activities you are likely to be involved in:
• identifying where group work is appropriate to learning
• setting up learning groups
• identifying and managing group dynamics and power balances
• enabling group activities

What the unit covers:
Managing group dynamics
Enabling the group to learn together

This standard is import from ENTO – Learning and Development National Occupational Standards where it is Standard L13

L13:1   Manage Group Dynamics

Performance criteria
You must be able to do the following:

1. Use an appropriate range of skills to enable and manage learning within the group.
2. Find a balance between the tasks the group has to achieve and the group process.
3. Encourage all members of the group to take part effectively.
4. Ensure that the manner, level and speed of communication is appropriate for group members.
5. Challenge behaviour in groups that discriminates against people.
6. Use the power, authority and influence within the group to improve learning.
7. Manage any differences within the group so that all members of the group can continue to learn.

L13:2   Enable the group to learn together

Performance Criteria

You must be able to do the following:

1. Agree the purpose, processes and intended outcomes of group activity with the group.
2. Adapt group activities to the size and different needs of the people in the group.
3. Get involved in group activities, when necessary to improve the learning process.
4. Encourage members to identify the things which contribute to individual and group learning within the group.
5. Monitor the progress of individuals within the group in an appropriate way.
6. Give members feedback on the progress they have made and the process of learning within the group.
7. Manage the timing and speed of group activities effectively.
8. Identify and manage the dynamics of the group activity effectively.

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of group learning
- how to deal with individual needs in a group
- how to balance the needs of tasks and group processes
- which learning situations are appropriate for group work activities
- how to identify and apply different types of group work
- how to identify the typical roles groups perform in learning situations
- how to identify and manage the group dynamics in learning situations in terms of formation, maintenance and closing
- how to identify the things that are likely to affect learning and behaviour in groups
- how to deal with issues of power and authority in groups
- how learning and group processes affect each other

Principles and concepts
- how to identify and manage equal opportunities issues and practices that do not discriminate in group activities
- how to find out the views of learners and deal with individual needs in group processes
- how to put groups at ease
- how to manage the different learning styles of learners in groups
- how to interpret non-verbal communication
- how to facilitate learning and when to intervene in group activities
- how to put information in order and decide whether the language you will be using is appropriate for individuals within the group
- how to monitor learners' progress in a group setting
- how to recognise and manage the different aspects of group dynamics

External factors influencing the learning environment
- how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice

HSC3110   **Support colleagues to relate to individuals**

Elements of Competence

HSC3110a   Assess relationship needs and issues
HSC3110b   Develop and monitor relationships
HSC3110c   Evaluate and report on progress and outcomes

About this unit[1]
For this unit you are expected to work with individuals and colleagues where there have been difficulties or issues with the relationships between them.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self harm; bullying; abuse; reckless behaviour.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2]   The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Colleagues	Colleagues can be anyone with whom you work, including, where appropriate any staff for whom you have responsibility. Colleagues can also be people from outside your organisations with whom you are working
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in the individual's life who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in the way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC3110a   Assess relationship needs and issues

Performance Criteria

You need to:

1. work with **individuals**, **key people, colleagues** and **others** to identify and communicate relationship difficulties

2. seek information and advice to help you understand and address relationship difficulties

3. balance the views of, individuals, key people and colleagues involved where relationship issues have been highlighted

4. discuss with the staff involved alternative and positive ways they could deal with difficult relationships

5. support staff and individuals to develop positive relationships

6. seek and acquire specialist advice and support, to help identify the best ways to address relationship issues that are outside your competence to deal with

7. treat information accessed, given and acquired about individuals confidentially and according to legal and organisational requirements

HSC3110b   Develop and monitor relationships

Performance Criteria

You need to:

1.   use your skills, expertise and knowledge of:
     • relationships with individuals
     • relationships between staff and individuals
     • the particular individual
     ▪ to inform how you should develop your relationship with them
2.   address any conflict appropriately
3.   highlight and use the individual's abilities, expertise and experience in a positive way when relating to them
4.   relate to, provide **active support** and communicate with individuals in ways that take account of their needs and preferences
5.   review, observe and actively acknowledge positive aspects of your relationship with individuals
6.   support individuals to identify and resolve relationship issues
7.   support individuals and key people to understand and agree:
     • when the individual is ready to move from your relationship
     • how this should be done
     • who should take over
     • any associated risks
8.   involve other staff at an appropriate time and in a way that causes minimum disruption and concern
9.   seek additional support where your expertise, experience and knowledge is inadequate to relate to individuals appropriately

HSC3110c   Evaluate and report on progress and outcomes

Performance Criteria

You need to,

1.   support individuals and key people to:
     • identify the criteria by which successful relationships should be evaluated for the individual
     • identify methods they could use to evaluate the relationships
     • take part in the evaluation
2.   identify and use appropriate methods to evaluate relationships between individuals and staff, including yourself
3.   identify, with individuals, effective aspects of their relationships with you and other staff, and those that could be improved
4.   identify, with colleagues, where and what additional expertise is required and how this can be accessed or managed
5.   record and report the progress and outcomes at:
     • agreed times
     • within confidentiality agreements
     • according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when relating to individuals
- how to provide active support and place the preferences and best interest 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 their lives, actions and risks when relating to individuals
- dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities in relating to individuals relationship difficulties
- how to relate to individuals:
- inclusively
- in ways that do not discriminate
- in ways which take account of their rights and preferences
- in ways that acknowledge cultural, ethnic, spiritual, social and language backgrounds and their gender and sexual preferences

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when relating to individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- protecting individuals from danger, harm and abuse
- relating to individuals
- working with others to provide integrated services
- practice and service standards relevant to your work setting and for supporting individuals with relationship problems and the boundaries of your own relationships with individuals and key people
- how to access records and information on the needs, views and preferences of individuals and key people regarding relationship problems

Theory and practice
- how and where to access information and support that can inform your practice when relating to individuals
- how you can access, review and evaluate information about relationships generally and for specific individuals
- government reports, inquiries and research relevant to relationships with individuals
- theories relevant to the individuals with whom you work, about:
- aspects of human growth and development and how these can affect and be affected by relationships

- identity, self-esteem and self image and how this can be affected by relationships
- social and psychological factors that can affect relationships
- the ways in which relationships are formed, may change and can be ended and the effect this may have on individuals and the role they have in promoting the individuals' well-being
- how power and influence can be used and abused when relating to individuals
- types of relationships and behaviour in those relationships that can be beneficial and those that can be detrimental to individuals
- situations when individuals, key people and others may be at risk from relationships and how to assess and deal with these
- actions and conditions that might enhance and inhibit relationships with individuals and ways of resolving difficult relationship issues
- the support you may need when dealing with those who have difficult relationships and how to access this
- factors influencing roles, relationships and communication within families
- the physical conditions and emotional factors which may have an effect on relationships
- methods that are effective in forming, maintaining, withdrawing from and passing on relationships with individuals to others
- effective ways of communicating with individuals, key people, colleagues and others within and outside your organisation
- effective ways of resolving relationship issues
- conditions and issues you are likely to face in your relationships with individuals, families, carers, groups and communities
- the responsibilities and limits of your relationships with individuals, key people and others
- effective methods to support other staff who are having difficulties in relationships with individuals, key people and others

HSC3111   **Promote the equality, diversity, rights and responsibilities of individuals**

Elements of Competence

HSC3111a	Promote the rights and interests of individuals
HSC3111b	Promote the equal treatment of individuals
HSC3111c	Promote the individuals' confidence in you and your organisation

About this unit[1]

For this unit you will be expected to encourage other workers to adhere to the values you demonstrate and support individuals to recognise their own, and the equality, diversity, rights and responsibilities of others.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2]   The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Colleagues	Colleagues can be anyone with whom you work, including, where appropriate any staff for whom you have responsibility. Colleagues can also be people from outside your organisations with whom you are working
Declare interests	The interests may be: knowledge and relationship with the individual or others; vested interests; past experiences that might affect the way you work with the individuals etc
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC3111a   Promote the rights and interests of individuals

Performance Criteria

You need to:

1. work in ways that demonstrate to **colleagues** how to:
   - respect the dignity and privacy of **individuals**
   - respect and promote the views, choices and wishes of individuals, **key people** and others
   - provide **active support** to enable individuals to participate and to manage their own lives as much as they are able
2. provide up to date information, appropriate explanations and support to enable individuals and key people to:
   - understand their rights and responsibilities
   - acknowledge the complexities of decisions that individuals need to make to balance their rights, preferences and responsibilities
   - to exercise their rights
3. support the rights of individuals, and demonstrate through your practice how colleagues can support the rights of individuals to:
   - access information about themselves
   - compliment, comment and complain about the services they are receiving and have any comments and complaints taken seriously and responded to appropriately
   - communicate using their preferred method of communication and language
4. make informed choices and decisions about their lives, well-being and about taking and managing potential and actual risks
5. interpret the rights and responsibilities of individuals in a way that is consistent with the law, regulation and organisational requirements
6. seek assistance when conflicts arise that you cannot deal with

HSC3111b   Promote the equal treatment of individuals

Performance Criteria

You need to:

1. treat and value each person as an individual and support colleagues to do the same
2. promote equal opportunities for individuals
3. respect, and support colleagues to respect, the individual's diversity, culture and values
4. use your own behaviour and actions, to support colleagues to work in ways that:
5. are consistent with the individual's beliefs and preferences
6. puts the individual's preferences at the centre of everything they do
7. acknowledge the diversity of individuals
8. do not discriminate against any individual
9. do not condone discrimination by others
10. challenge behaviours and practice that discriminate against individuals
11. you provide active support to promote the participation, contribution and inclusion of individuals
12. you seek advice when you are having difficulty promoting equality and diversity

HSC3111c   Promote the individuals' confidence in you and your organisation

Performance Criteria

You need to:

1. work, and support colleagues to work in ways that are consistent with the law, regulation and organisational requirements
2. recognise, and demonstrate to colleagues through your practice, the influence your job role and responsibilities may bring and how to use such influence sensitively and responsibly
3. demonstrate that you are honest, trustworthy, reliable and dependable and support colleagues to do the same
4. communicate and work with others to communicate in appropriate, open, accurate and straightforward ways
5. ensure that you honour your work commitments and support colleagues to do the same
6. **declare interests**, and support colleagues to declare interests, that might influence judgements and practice
7. disclose and encourage others to disclose information only to those who have the right and need to know, once proof of identity has been obtained
8. ensure confidentiality of information and record and report on your work within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information
- how to provide active support and place the preferences and best interest 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 their lives, actions and risks when relating to individuals
- dilemmas between:
- the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection
- the individual's views, preferences and expectations and how these can and are being met
- your own values and those of the individual and key people
- your own professional values and those of others within and outside your organisations
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individual's needs, wishes and preferences to be met
- methods that are effective:
- in promoting equality and diversity
- when dealing with and challenging discrimination

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting individuals and key people
- current local, UK legislation and organisational requirements, procedures and practices for:

- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- dealing with comments and complaints
- the protection of yourself, individuals, key people and others from danger, harm and abuse
- working with others to provide integrated services
- practice and service standards relevant to your work setting and relating to valuing and respecting individuals
- the purpose of, and arrangements for your supervision and appraisal
-

Theory and practice
- how and where to access information and support that can inform your practice relating to valuing and respecting people
- how you can access, review and evaluate information about valuing and respecting people
- government reports, inquiries and research relevant to valuing and respecting individuals and key people
- theories relevant to the individuals with whom you work, about:
- human rights and responsibilities
- human growth, development and behaviour
- enabling individuals to communicate and have their views and preferences heard and taken account of
- enabling individuals to influence and take responsibility for their own lives
- conflicts and dilemmas
- power and how it can be used and abused
- role of relationships and support networks in promoting the well-being of individuals
- The meaning and application of participation and why this is important.
- factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people with whom you work
- methods of supporting individuals to:
- express their needs and preferences
- 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 well-being
- methods that are effective in forming, maintaining and ending relationships with individuals and key people
- different ways of communicating with individuals, families, carers, groups and communities about choice, well-being and protection
- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individual's needs, wishes and preferences to be met
- how to work with, and resolve conflicts that you are likely to meet
- how to help others, use power and influence sensitively and responsibly

HSC3112   **Support individuals to identify and promote their own health and social well-being**

Elements of Competence

HSC3112a   Support individuals to identify aspects of their lives and environment that can affect their health and social well-being

HSC3112b   Support individuals to select positive options to promote their own health and social well-being

HSC3112c   Support individuals to review their selected options

About this unit[1]

For this unit you need to support individuals to identify and promote their own health and social well-being.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self harm; bullying; abuse; reckless behaviour.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
	the process through which individuals influence and share control over the development initiatives, decisions and resources that affect them
Participation	
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC3112a   Support individuals to identify aspects of their lives and environment that can affect their health and social well-being

Performance Criteria

You need to:

1.   encourage and support **individuals** to examine aspects of their lives and environment that affect their health and social well-being

2.   provide **active support** to enable individuals to identify and communicate:
    - the ways in which they could positively change their lives and environment to promote their health and social well-being
    - aspects of their lives and environment that they do not want to change that could promote their health and social well-being
    - aspects of their lives and environment that they cannot change and ways to deal with these to minimise any detrimental effects on the their health and social well-being
    - **risks** associated with aspects of their lives and environment that affect their health and social well-being

3.   identify information, advice and support about their health and social well-being that is relevant to the needs of the individuals

4.   where you do not have the expertise to help the individuals yourself :
    seek additional advice and information to support individuals
    you agree and arrange further specialist support for individuals

HSC3112b   Support individuals to select positive options to promote their own health and social well-being

Performance Criteria

You need to:

1.   actively support individuals to identify and communicate options and priorities, and any associated risks, for changing their lives and environment

2.   actively support and encourage individuals to prioritise and make decisions about how they will deal with issues affecting their health and social well-being that they cannot change

3.   support individuals to select and agree the most beneficial options for their health and well-being

4.   examine with the individual, the implications of their preferences and the impact they may have on their daily lives, and on the lives of **key people** and **others**

5.   follow organisational procedures and seek additional support and expertise where the individuals' choices and options:
    - are likely to be detrimental to their health and well-being
    - are such that you and your organisation would not be able to support individuals to put the selected options into practice
    - would contravene legal and organisational requirements

6. you support individuals, key people and others to:
    - access the support, information, help and resources necessary to put the selected options into practice
    - put the selected options into practice

HSC3112c Support individuals to review their selected options

Performance Criteria

You need to:

1. you encourage individuals and key people to take an active part in reviewing how well the selected options are working in practice
2. review with individuals, key people and others how well the selected options are working in practice
3. support individuals, key people and others to identify and agree:
   - any changes that need to be made to the selected options
   - the impact that the changes may have on themselves, key people and others
   - the support they would require to put the changes into place
4. take appropriate action to put into place and, where appropriate, seek and acquire resources to implement changes
5. record and report on the processes and outcomes of the review within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when supporting individuals to identify and promote their own health and social well-being
- how to provide active support and place the preferences and best interest 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 their own health and social well-being
- conflicts and dilemmas that can arise when working with individuals to identify and promote their own health and social well-being
- how to challenge discrimination when supporting individuals to identify and promote their own health and social well-being

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to identify and promote their own health and social well-being
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management
- protecting individuals from danger, harm and abuse
- supporting individuals to identify and promote their own health and social well-being
- working with others to provide integrated services
- practice and service standards relevant to your work setting and for supporting individuals to identify and promote their own health and social well-being

- how to access records and information on the needs, views and preferences of individuals and key people about their health and social well-being

Theory and practice
- how and where to access information and support that can inform your practice when supporting individuals to identify and promote their own health and social well-being
- how you can access, review and evaluate information about supporting individuals to identify and promote their own health and social well-being
- government reports, inquiries and research relevant to individuals promoting their own health and social well-being
- theories relevant to the individuals with whom you work, about:
- human growth and development
- identity and self-esteem
- loss and change
- conditions that might enhance and inhibit the individuals motivation to change and promote their own health and social well-being
- management of change in relation to individuals' conditions, needs and circumstances
- the inter-relationship between socio-economic factors and personal factors and health and social well-being
- The meaning and application of participation and why this is important.
- social and psychological factors that can affect people's ability to promote their own health and social well-being
- how power and influence can be used and abused when supporting individuals' to identify and promote their own health and social well-being
- actions and conditions that might enhance and inhibit the individual's ability to promote their own health and social well-being
- role of relationships and social networks in supporting individuals to promote their own health and social well-being
- methods of:
- working with individuals to understand and promote their own health and social well-being
- promoting the individuals' strengths and those in their networks as key resources for promoting their own health and social well-being
- planning and implementing incremental and radical change in the individual's lives and its impact on key people and others
- working with families and networks to maintain support and cope with any changes brought about by individuals promoting their own health and social well-being
- planning, monitoring, review and evaluation that are participative
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to promote their own health and social well-being
- the extra support you may need and how to access it for individuals and key people who are having difficulties adjusting to the change(s)
- the range of support groups and services that are available when individuals are having difficulty addressing issues relating to their health and social well-being and how to access these
- types of health issues and conditions and the effects these may have on the individuals health and social well-being
- how to support individuals to change their life styles and practices to enable them to promote their own health and social well-being

HSC3113   Support and enable individuals undergoing renal dialysis to contribute to their own health and well-being (Imported unit)

Elements of Competence

HSC3113a   Support and enable individuals undergoing dialysis and their carers to obtain and maintain dialysis equipment and materials

HSC3113b   Support and enable individuals undergoing dialysis and their carers to carry out dialysis procedures at home

About this unit

For this unit you need to support to individuals undergoing dialysis and their carers to carry out dialysis procedures at home. This applies to all types of renal dialysis therapy and involves supporting individuals and carers to obtain and maintain their dialysis equipment and materials. Within the unit you are expected to give both routine and emergency help and advice. The routine support may be part of a structured training and education programme for individuals who are moving over to home therapy

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Adverse reactions include those related to: the individuals condition; the procedure; the treatment

Appropriate professional includes: nurse; doctor; renal technician; social worker

Materials and equipment includes: dialysis equipment; concentrates; treatment consumables

Standard precautions and health and safety measures   including: hand washing/cleansing before during and after the activity; the use of **personal protective clothing** and **additional protective equipment**; handling **contaminated** items; disposing of waste; safe moving and handling techniques and untoward incident procedures

Support, information and advice   includes: routine and emergency, by providing unwritten information, written and diagrammatic materials and demonstrations

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); the individuals, key people[1] and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

This unit is directly transferable to Health national occupational standards CHS28 and CHS29

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[1] If you are working with children and young people the term "individuals" covers children and young people and   key people" covers parents, families, carers, friends and others with whom the child/young person has a   supportive relationship

[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Additional protective equipment	includes: types of personal protective equipment such as visors, protective eyewear and radiation protective equipment
Carer	Includes: family, friends who are involved with the care of the individual
Contaminated	Includes items contaminated with body fluids, chemicals or radionucleatides. Any pack/item opened and not used should be treated as contaminated
Individual	the person receiving dialysis therapy
Personal protective clothing	includes items such as plastic aprons, gloves - both clean and sterile, footwear, dresses, trousers and shirts and all-in-one trouser suits. These may be single use disposable clothing or reusable clothing
Standard precautions and health and safety measures	A series of interventions which will minimise or prevent infection and cross infection including handwashing / cleansing before during and after the activity and the use of personal protective clothing and additional protective equipment when appropriate

HSC3113a Support and enable individual undergoing dialysis and their carers to obtain and maintain dialysis equipment and materials

Performance Criteria

You need to show that:

1. you apply **standard precautions** and other relevant **health and safety measures**

2. you establish how much assistance the **individual** requires with the individual and their **carer** and encourage them to be as self-managing as possible consistent with the plan of care

3. you give all support, information and advice in a manner which is appropriate to the needs and concerns of the individual and their carer and which is likely to enhance their understanding

4. you inform the individual and/ or their carer how to obtain sufficient supplies of materials and equipment for the procedure and treatment

5. you inform and encourage the individual and/ or their carer to store equipment and materials in a safe place appropriate to the item(s) concerned and for the protection of others

6. you inform the individual and/or their carer how to check, set up and clean equipment correctly, safely and hygienically

7. you explain the importance of using adequate and appropriate infection control measures to the individual and their carer

8. you give the individual and their carer full and accurate details of how to seek help in case of faults or problems

9. you answer all questions from the individual and their carer clearly and accurately in an appropriate manner, level and pace

10. you refer all questions which are beyond your responsibility and own sphere of competence to the appropriate person

HSC3113b Support and enable individuals undergoing dialysis and their carers to carry out dialysis procedures at home

Performance Criteria

You need to show that:

1. you apply standard precautions and other relevant health and safety measures

2. you establish with the individual and their carer how much assistance they require and encourage them to be as self-managing as possible consistent with the plan of care

3. you give the individual and/or their carer appropriate support and assistance to:
    - prepare the necessary resources
    - prepare the skin area
    - clean their hands effectively

4. you answer any specific queries and questions from the individual and/or their carer accurately or seek advice from an appropriate member of the care team

5. you encourage the individual and/or their carer to carry out the activity using the correct technique at appropriate times according to the plan of care

6. you enable the individual and/or their carer to recognise progress and problems with the activity and either cease the activity or seek advice where necessary

7. you seek advice immediately from the **appropriate professional** if there are any indications which may signify the activity is no longer appropriate or there are **adverse reactions**

8. you enable the individual and/or their carer to dispose of waste materials, and understand the reasons for doing so, in an appropriate safe manner and place

9. you give full and accurate details of how to seek help in case of difficulties with dialysis to the individual and/or their carer in an appropriate manner, level and pace

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- a working understanding of the importance of giving advice and information in a manner, level and pace which is appropriate for the individual and/or their carer

Legislation and organisational policy and procedures
- a factual awareness of the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to supporting and enabling individuals undergoing dialysis and their carers to obtain and maintain dialysis equipment and materials, including:
- safe disposal routines (e.g. the Environmental Protection Act)
- dealing with emergency calls from individuals and/or their carers
- a working understanding of your responsibilities and accountability in relation to the current European and National legislation, national guidelines, and local policies and protocols

Theory and practice
- a factual awareness of the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- a working understanding of the importance of applying standard precautions and the potential consequences of poor practice
- a working understanding of the roles of local health authorities and councils in the disposal of waste
- an in-depth awareness of what is hazardous and non-hazardous waste and how it can be disposed of safely
- Care and support
- a working understanding of the effects of dependence and independence on the individual, their carers and the provision of the service in relation to obtaining and maintaining dialysis equipment and materials and carrying out dialysis procedures
- a working understanding of how you can assist in reducing anxiety levels in an individual and/or carer when problems occur in obtaining and maintaining dialysis equipment and materials and carrying out dialysis procedures
- a working understanding of the concerns which individuals may have in relation to their procedures and treatment
-
- a working understanding of the contra-indications or adverse reactions to the procedures and how to explain these, and the actions they should take, to the individual/carer without causing undue alarm
- a working understanding of the ways in which individuals can be helped to prepare for different activities, including holidays, changing the dialysis regime or route, and social events; the appropriate steps to take and the potential side effects
- a working understanding of how the individual can adapt the treatment to their personal needs and lifestyle without compromising the treatment
- Materials and equipment/ Procedures and techniques
- a working understanding of how individuals should obtain the materials and equipment they need to carry out treatment
- a working understanding of the storage requirements for dialysis equipment and materials and how individuals can achieve appropriate storage conditions at home
- a working understanding of the equipment and materials needed to carry out dialysis at home and how to explain and demonstrate to the individual/carer:

- how and where to store them
- how to clean and maintain them
- the specific precautions they should take in relation to preventing infection
- how to use them correctly
- the common problems they may encounter when carrying out dialysis at home and how they should deal with these
- a working understanding of methods of assessing the ability of the individual/carer in carrying out dialysis procedures
- a working understanding of how to provide constructive feedback to the individual/carer on any aspects of the dialysis procedures they need alter to ensure effective dialysis at home
- Records and documentation
- a working understanding of the importance of keeping accurate and up to date records
- a working understanding of the importance of encouraging the individual/carer to keep accurate notes on problems/issues they want to discuss with members of the care team
- a working understanding of the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

HSC3114   **Promote the needs, rights, interests and responsibilities of individuals within the community**

Elements of Competence

HSC3114a   Work with individuals to support them to identify their needs, rights, interests and responsibilities within the community
HSC3114b   Promote the individual's needs and rights within the community
HSC3114c   Support individuals to balance and represent their needs, rights, interests and responsibilities within the community

About this unit[1]
For this unit you will work with individuals to support them to identify their needs, rights, interests and responsibilities within the community and work with the individual and others to promote their rights to actively participate in   community activities.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.
Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Participation	The process through which individuals influence and share control over the development initiatives, decisions and resources that affect them
Participating	Means 'being involved' to some extent. Many people participate at some level in family life using their role (brother, cousin etc) to take an active part in keeping the family functioning. Outside the home there are many levels of participation, some individuals may do on their own, others may involve them being a member of a group or organisation

HSC3114a   Work with individuals to support them to identify their needs, rights, interests and responsibilities within the community

Performance Criteria

You need to:

1.   work with **others** to identify and access appropriate information, advice and support that will help you work with **individuals** to support them to identify their needs, rights, interests and responsibilities

2.   work with, and provide information and support for individuals and **key people** to enable the individuals to understand their rights and responsibilities as individuals generally, and within the community

3.   provide **active support** to enable individuals and key people to identify aspects of the community and community life that they need to take account of when identifying their own needs, preferences, rights and responsibilities

4.   actively support individuals to identify and communicate where their needs, rights and responsibilities are similar to, and where they are opposed to, those of people and groups within community

5.   Try to resolve conflicts and disagreements with individuals and others within the community, seeking extra support where this is outside your competence and responsibility to deal with

HSC3114b Promote the individual's needs and rights within the community

Performance Criteria

You need to:

1.   work with people within and outside your organisation to identify areas where the needs and rights of individuals need to be promoted within the community

2.   work with people within the community to identify and understand the needs and rights of individuals

3.   work with people within the community to identify, understand and take positive action to promote the needs and rights of individuals

4.   work with people within the community to understand and resolve conflicts with individuals, seeking extra support where this is outside your competence and responsibility to deal with

5.   encourage individuals to become involved in community activities that will promote their needs and rights and act as positive role model to those who live within the community

6.   identify and access specialist help, where required

7.   use your own and the specialists' skills and abilities to negotiate between individuals and the community

HSC3114c Support individuals to balance and represent their needs, rights, interests and responsibilities within the community

Performance Criteria

You need to:

1. actively support individuals to represent their needs, wishes and preferences and to understand how these might impact on other people within the community

2. encourage individuals to become involved in community activities to understand, share and balance their views with those of people within the community

3. work with people within the community to understand and resolve conflicts with individuals, seeking extra support where this is outside your competence and responsibility to deal with

4. support individuals to understand:
    *   how you will support them to achieve their needs, wishes and preferences
    *   any additional support they might need and the reasons for this
    *   the actions you will take when you are unable to represent their views, needs, wishes and preferences

5. support individuals to access advocacy services where they feel their rights within the community are being infringed

6. support individuals to identity how they, you and others will deal with conflicts of interests between individuals within the same or different community groups

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
*   legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when promoting the needs, rights, interests and responsibilities of individuals within the community
*   how to provide active support and place the preferences and best interest 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 their lives, actions and risks within the community
*   conflicts and dilemmas that can arise when promoting the needs, rights, interests and responsibilities of individuals within the community
*   how to promote equality and challenge discrimination when promoting the needs, rights, interests and responsibilities of individuals within the community

Legislation and organisational policy and procedures
*   codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when promoting the needs, rights, interests and responsibilities of individuals within the community
*   current local, UK legislation and organisational requirements, procedures and practices for:
*   data protection, including recording, reporting, storage, security and sharing of information
*   health and safety
*   risk assessment and management

- protecting individuals from danger, harm and abuse
- keeping yourself and others safe
- working within the community
- promoting the needs, rights, interests and responsibilities of individuals within the community
- practice and service standards relevant to your work setting and for promoting the needs, rights, interests and responsibilities of individuals within the community
- how to access records and information on the needs, views and preferences of individuals and about community groups and activities
-

Theory and practice
- how and where to access information and support that can inform your practice when promoting the needs, rights, interests and responsibilities of individuals within the community
- how you can access, review and evaluate information about promoting the needs, rights, interests and responsibilities of individuals within the community
- government reports, inquiries and research relevant to individuals and communities
- theories relevant to the individuals with whom you work, about:
- human growth and development and the affect that community acceptance or rejection can have on these generally, and for specific individuals
- identity, self-esteem and self image and the affect that community acceptance or rejection can have on these generally, and for specific individuals
- community work methods and dynamics
- promoting community activities, rights and responsibilities
- advocacy
- The meaning and application of 'participation' and why this is important.
- social and psychological factors that can affect people's ability to promote their rights and responsibilities within the community
- how power and influence can be used and abused when promoting the needs, rights, interests and responsibilities of individuals within the community, and for individuals within the community when participating in community groups and activities
- role of relationships and social networks in promoting the needs, rights, interests and responsibilities of individuals within the community
- methods of working with individuals to promote their needs, rights, interests and responsibilities within the community
- how to work in partnership with individuals, key people and those within and outside your organisation to enable individuals to promote their needs, rights, interests and responsibilities within the community
- the types of information which will be of use to individuals when promoting their needs, rights, interests and responsibilities within the community and how to access this
- the reasons and ways to offer support, encouragement and acquire feedback from all involved with the community activities and promotion
- where, when and how to access external sources of support or expertise which would be of use to individuals including the use of advocacy services
- how to evaluate the impact of individuals' pursuing their rights and interests within the community
- how to access resources to assist individuals to prepare a case for the promotion of their rights and responsibilities within the community

HSC3115   **Receive, analyse, process, use and store information**

Elements of Competence

HSC3115a   Analyse, prioritise and process information
HSC3115b   Access and use information to make decisions
HSC3115c   Record, store and share information

About this unit[1]
This unit is about processing information so that sound decisions can be taken. It covers receiving and obtaining relevant information, recording and storing this information, and analysing this information so that decisions can be taken.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions could include: passing on the information to specific people; taking actions to deal with the content of the communication yourself.

Communicate 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.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.
Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2]   The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Colleagues	Colleagues can be anyone with whom you work, including, where appropriate any staff for whom you have responsibility. Colleagues can also be people from outside your organisations with whom you are working
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Information	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	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of   communication and language

HSC3115a   Analyse, prioritise and process information

Performance Criteria

You need to:

1.   use organisational systems and procedures to receive and retrieve **information**
2.   record written, verbal and information from **individuals**, **key people** and other people and organisations, according to legal and organisational requirements
3.   analyse and check the accuracy of the information
4.   where information is inadequate, contradictory or ambiguous, take prompt and effective action to deal with this
5.   identify who needs to be informed about the information received, any actions to be taken and the urgency of any actions
6.   follow organisational procedures and practices to organise, prioritise and process the information
7.   identify any information that you need to enable you to make decisions about the information received
8.   obtain information in ways that are consistent with organisational values, policies and legal requirements

HSC3115b   Access and use information to make decisions

Performance Criteria

You need to,:

1.   identify sources of information and support that will allow you to make informed decisions about actions, within your role and responsibilities
2.   seek and acquire accurate, relevant and sufficient information to support decisions about actions to be taken using valid, reliable, relevant and up to date sources
3.   analyse the reasons for making decisions about actions
4.   collate and select information which is accurate, relevant to the decisions and sufficient to allow reliable decisions for actions to be made
5.   use the selected information to identify actions that should be taken
6.   seek additional advice and support to enable you to make correctly informed decisions for actions
7.   support your conclusions with reasoned argument and appropriate evidence
8.   record and report on processes and outcomes from the decisions and actions, within confidentiality agreements and according to legal and organisational requirements

HSC3115c Record, store and share information

Performance Criteria

You need to:

1. follow legal and organisational requirements for recording, storing and the security of information
2. work within confidentiality agreements and according to legal and organisational requirements when sharing information with others
3. ensure that your records and reports do not discriminate
4. use organisational procedures and practices to challenge information and records where discrimination is found
5. record information so that those who are accessing it:
   - can understand it
   - can follow the processes you have used to analyse and make decisions that are clear and accurate
   - can identify the actions that were taken, the timing of these and the reasons the actions were taken
   - can differentiate fact from informed opinion
   - can identify the sources of evidence on which any decisions and actions were made
6. use organisational systems and procedures to record and store information so that it is readily accessible in the required format to authorised people only
7. identify how the systems and procedures for recording, storing and security of information could be improved and make recommendations through the appropriate channels
8. provide opportunities for **colleagues** and **others** to make suggestions for improvements to systems and procedures for recording, storing and security of information and on the way you complete records practices

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when receiving, analysing, processing, using and storing information
- how to deal with and challenge discriminatory information
-

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals and key people to manage and cope with change
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- health and safety
- risk assessment and management

- protecting individuals from danger, harm and abuse
- practice and service standards relevant to your work setting and for receiving, analysing, processing, using and storing information

Theory and practice

- how and where to access information and support that can inform your practice when receiving, analysing, processing, using and storing information
- government reports, inquiries and research about receiving, analysing, processing, using and storing information in the health and care sector and for the individuals with whom you work
- how to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts
- how to identify information which may be contradictory, ambiguous or inadequate and how to deal with these problems
- the importance of management information to individuals, key people and organisational effectiveness
- the types of qualitative and quantitative information which are essential to you, and how to identify and access these
- the range of up to date sources of information and how to access these
- how to identify new sources of information which may be required
- 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
- validity, reliability and sufficiency of information to inform actions
- the different purposes for which information may be required and the degree of detail necessary for these different purposes
- how to manage sensitive information
- the particular issues which have to be taken into account regarding how information is transmitted and shared with other people and organisations
- recording and reporting procedures and requirements for different purposes and different audiences

HSC3116   **Contribute to promoting a culture that values and respects the diversity of individuals**

Elements of Competence

HSC3116a   Contribute to identifying methods and processes that ensure each individual is valued and respected

HSC3116b   Contribute to implementing methods and processes that encourage individuals to value and respect each other

HSC3116c   Identify and use the life experiences of individuals as a resource to promote a culture that values and respects everyone

About this unit[1]

For this unit you will need to contribute to ensuring that the environment and culture in which you work values and respects the diversity of individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2]   The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Colleagues	Colleagues can be anyone with whom you work, including, where appropriate any staff for whom you have responsibility. Colleagues can also be people from outside your organisations with whom you are working
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

Rights (continued):
- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC3116a   Contribute to identifying methods and processes that ensure each individual is valued and respected

Performance Criteria

You need to:

1. work with **individuals, key people** and **others** to identify the cultural heritage, background and personal experiences and beliefs of individuals
2. provide **active support** to enable individuals and key people to identify and communicate:
    *   their cultural and spiritual needs, experiences and beliefs
    *   how they can build upon and share their cultural experience and expertise with others in ways that promote participation, co-operation and inclusivity
3. identify people with appropriate cultural expertise and experience to help you to support the cultural needs of specific individuals
4. Observe the physical environment and make changes to encourage interaction and inclusion
5. identify and challenge practices, procedures and aspects of the physical environment that hinder inclusiveness

HSC3116b   Contribute to implementing methods and processes that encourage individuals to value and respect each other

Performance Criteria

You need to:

1. examine your own values and working practices to:
    *   identify any issues that need to be addressed
    *   identify any changes that need to be made to promote an inclusive and open culture
    *   ensure that the culture, expertise and experience of all is respected and valued
2. work with individuals and **colleagues** to identify:
    *   aspects of the environment, practice and behaviour that are beneficial to creating an inclusive culture for everyone
    *   aspects of the environment, practice and behaviour that may create barriers to respecting the culture, expertise and experience of individuals
    *   measures that will enable individuals to have a voice and influence decision making about working practices and procedures
3. work with individuals to identify ways in which they can participate in activities that promote an inclusive culture, and where appropriate, group cohesion
4. contribute to supporting and encouraging an open culture where everyone is valued and respected
5. respond appropriately where people are found to be excluded and isolated
6. challenge any practice and behaviour that discriminates against any individual and does not respect their culture, experiences and beliefs
7. support individuals and key people to make comments and complaints about service and practice that is discriminatory

HSC3116c   Identify and use the life experiences of individuals as a resource to promote a culture that values and respects everyone

Performance Criteria

You need to:

1. identify practices and procedures that positively use the life experiences of individuals as a resource to promote a culture that values and respects everyone

2. ensure that any service or activity uses the life experiences of individuals as a resource and does not disadvantage, discriminate against nor exclude individuals

3. support individuals to identify how their life experiences can contribute to activities

4. encourage all individuals to join in activities, using wherever possible their life experiences to make the activity inclusive, relevant and beneficial to all

5. identify groups, networks and systems with appropriate people and organisations to promote a culture that uses the life experiences of individuals positively and values and respects everyone

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when promoting a culture that values and respects the diversity of individuals

- how to ensure that you protect the rights and the interests of individuals, taking account of any limitations on the individual's rights

- how to provide active support and place the preferences and best interest 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 their lives, actions and risks

- dilemmas between:

- the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection

- the individual's views, preferences and expectations and how these can and are being met

- your own values and those of the individual and key people

- your own professional values and those of others within and outside your organisations

- how to work in partnership with individuals, key people and those within and outside your organisation to enable the individual's cultural, historical and spiritual backgrounds to be respected and used as a positive aspect of the environmental culture and ethos

- methods that are effective:

- in promoting equality and diversity

- when dealing with and challenging discrimination

- the importance of the individual's family, cultural, historical and spiritual backgrounds

to them as individuals and to the culture of the group as a whole

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting individuals and promoting a culture that values and respects the diversity of individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection, including recording, reporting, storage, security and sharing of information
- promoting a culture that values and respects the diversity of individuals
- dealing with comments and complaints
- working with others to provide integrated and culturally sensitive services
- practice and service standards relevant to your work setting and relating to valuing and respecting individuals and promoting a culture that values and respects the diversity of individuals
-

Theory and practice

- how and where to access information and support that can inform your practice relating to valuing and respecting people
- how you can access, review and evaluate information about valuing and respecting people
- government reports, inquiries and research relevant to valuing and respecting individuals and key people
- theories relevant to the individuals with whom you work, about:
- human rights and responsibilities
- human growth, development and behaviour
- enabling individuals to communicate and have their views and preferences heard and taken account of
- enabling individuals to influence and take responsibility for their own lives
- conflicts and dilemmas about cultural differences
- power and how it can be used and abused
- developing and changing practices to promote a culture that values and respects all individuals
- diversity, difference and deficiency
- role of relationships and support networks in promoting the cultural, social and emotional well-being of individuals
- factors associated with the culture, backgrounds and experiences of individuals that can affect the health, well-being, behaviour, skills, abilities and development of individuals and key people with whom you work
- methods of supporting individuals to:
- express and understand their needs and preferences about their cultural and spiritual needs, experiences and beliefs
- use their culture, experiences and expertise to help develop a culture that values and respects the cultural and spiritual needs, experiences and beliefs of everyone
- factors within the environment which adversely affect the promotion of diversity
- factors in the environment which may be discriminatory or oppressive to the individuals' rights and methods of challenging these
- the forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings
- possible effects of stereotyping, prejudice and labelling on people

HSC3117   **Conduct a health and safety risk assessment of a workplace**

Unit HSS6:
This Unit is for people carrying out a risk assessments in the workplace. This could be an employer,
line manager, supervisor, safety representative or employee.
This unit is about the competences needed to identify hazards in the workplace, to make recommendations to control the risk and to review the results.

This standard is import from ENTO –Health and Safety National Occupational Standards where it is Standard HSS6

Performance Criteria:
You must:
Identify hazards in the workplace
1.   clearly define why and where the risk assessment will be carried out
2.   confirm that all the information available to you on statutory health and safety regulations is up-to date and from reliable sources
3.   recognise your own limitations and seek expert advice and guidance on operational controls when appropriate
4.   select a method for identifying hazards appropriate to the workplace being assessed
5.   make sure your investigation fully identifies those areas in the workplace where hazards with a potential for serious harm to health and safety are most likely to occur
6.   identify hazards which could result in serious harm to people at work or other people
7.   record hazards in a way which meets legal, good practice and workplace requirements
8.   report the results of the process to the responsible people in an agreed format and timescale
Assess the workplace and recommend control measures
1.   review all legal requirements that are appropriate to your workplace and working practices to make sure effective control measures are in place
2.   confirm that industry standards and all other reasonable precautions are in place
3.   identify hazards that could be eliminated
4.   for hazards that cannot be eliminated identify the measures needed to control them to make sure the people carrying out the work will not be harmed
5.   assess the level of risk and consider how the risks can be controlled to minimise harm
6.   list unacceptable risks in priority order including all breaches of relevant health and safety legislation and workplace instructions
7.   prepare a risk assessment report containing recommendations for minimising risks
8.   present the results of the risk assessment to the responsible people in the agreed format and timescale
9.   compare the latest risk assessment to the current workplace and working practices
10. accurately identify any significant differences between previous and new working practices
11. investigate the action taken as a result of your recommendations
12. accurately identify new hazards arising from changes in the workplace or working practices
13. make changes to your risk assessment in line with the review
14. promptly inform everyone affected by the changes

Knowledge and Understanding for this Unit:
You must know and understand:
1.   the responsibilities for risk assessments as required by current legislation
2.   your legal responsibilities for health and safety in the workplace as required by the current legislation

3. your responsibilities for health and safety as defined by any specific legislation covering your job role
4. the workplace hazards that are most likely to cause harm to health and safety
5. the importance of remaining alert to the presence of hazards in the work place
6. methods of identifying hazards, including direct observation, examining records, or interviews
7. the purpose, legal implications and importance of carrying out risk assessments
8. procedures for carrying out a risk assessment
9. the particular health and safety risks which may affect your own job role and the precautions to be taken
10. the resources required for a risk assessment to take place
11. information sources for risk assessments (e.g. HSE publications)
12. what to do with the results of the risk assessment
13. the importance of dealing with, or promptly reporting, risks
14. your own limitations, job responsibilities and capabilities
15. where to find expert advice and guidance
16. the work areas and people for whom you are carrying out the assessment
17. work activities of the people in the workplace where you are carrying out the risk assessment effective communication methods

HSC3118   **Resolve and evaluate work-related violent incidents**

This unit is for you if you work in an occupation which may require you to respond to a violent incident

This unit is about taking immediate and appropriate action, when an incidence of violence occurs, to reduce risk to yourself and other individuals. It is also about recording events and reviewing your actions and those of other people in order to help prevent further similar incidents.

This standard is import from ENTO –Work Related Violence National Occupational Standards where it is Standard WRV 7

Performance Criteria:
You must:
Resolve a violent situation
1. identify the individuals involved in the incident
2. identify, prioritise and carry out actions in order to contain the incident and prevent escalation
3. maintain at all times:
   - a positive and supportive attitude towards other people
   - the safety to yourself and other people throughout the incident
4. assess whether further assistance is necessary and where appropriate hand over control of the incident accordingly to the relevant person
5. if necessary, use a level of physical intervention which is justifiable and proportionate to control the incident whilst minimising injury to you and other people
6. assess whether individuals require first aid treatment and organise it promptly
7. reassure individuals where they have become stressed and anxious
8. be alert to the possibility of danger still being present at the scene of the incident and make sure the scene of the incident is left safe and secure
9. report the details of the incident fully and accurately including witness statements where appropriate
Follow procedures for reporting violent incidents
1. assess your own behaviour in the incident and make sure that you acted within relevant standards and in accordance with organisational procedures
2. discuss the events of the incident with relevant people and establish what can be done to prevent recurrences
3. complete records about the:
   - circumstances and triggers of the incident
   - action taken by other people
   - your actions
4. which precautionary measures were in use
5. if appropriate, make use of available support and advice to help reduce incident-related health problems
Essential Knowledge and Understanding for this Unit:
You must know and understand:
1. your legal duties for ensuring your well-being, safety and health in the workplace as explained by relevant legislation for health and safety at work
2. the relevant organisational policy and procedures and their requirements and implications upon your work, lines of communication and accountability
3. your job role, responsibilities and limitations
4. organisational procedures relevant to dealing with incidents and strategies for handling violent situations
5. the recommended approach for most situations
6. the correct safety procedures to follow during violent incidents

7. the rights of service users and the legal consequences of your actions including from the use of physical intervention
8. that the use of physical restraint is the last resort and you must be trained before using it in appropriate situations and to the appropriate level
9. first aid practices and when to summon assistance for first aid
10. who to go to for support
11. the reporting and recording procedures for violent incidents
12. the relevant standards for your work
13. risk assessments which are appropriate to your work

Elements of competence

HSC3119.1   Review and update your knowledge of the values, policy and
                procedural frameworks underpinning best practice
HSC3119.2   Work within the principles and values underpinning best practice
HSC3119.3   Challenge poor practice and be open to challenge by others

About this Unit
For this Unit you need to promote the values and principles underpinning best practice by ensuring you keep up-to-date with changes in legislation, policy and procedures, developing your own competence and skills in line with changes in knowledge and practice, and responding appropriately to instances of poor, bad or dangerous practice.

Scope
The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Guidance will be: national; local; organisational.

Literature will be: paper-based; electronic.

Others may include: colleagues; other practitioners; other professionals; service users and carers.

Response to poor practice may involve: offering constructive feedback; offering information and advice to enable the individual(s) concerned to access appropriate guidance and support; reporting incidents of bad or dangerous practice to the appropriate authority.

Sources of information include: professional organisations, e.g. professional bodies, trade associations, trade unions; professional contacts, eg colleagues, mentor, supervisor, tutors/lecturers, researchers; written sources, eg professional journals, research reports, policy documents.

Values and principles are those specified by: professional bodies; government; your employer; service users and their carers; relevant national bodies.

Evidence Requirements for the Unit
It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
• Simulation is **NOT** permitted for any part of this unit.
The following forms of evidence ARE mandatory:
• **Direct Observation:** Your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit. The evidence must, at all times, reflect, the policies and procedures of the workplace as linked to current legislation and the values and principles for best practice within the Care Sector. This will include National Service Standards for your area of work or client group.   • **Reflective Account/professional discussion:** These will be a description of your practice such as you describing your actions in a particular situation (s) and reflecting on the reason (s) for you practising in that way, probably in relation to the implementation of best practice.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
• **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 the assessor/expert witness may also ask questions to clarify aspects of your practice.   • **Expert Witness**: A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts.   • **Witness testimony**: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or service user.   **Products**: These can be any record that you would normally use within your normal role e.g. supervision meeting records, minutes of staff meetings, records and reports, care plans, review of literature relating to best practice etc.   You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality.   You may have already completed an assignment or project (for example during an HNC,   NC, VRQ or BTec course). You could also use evidence of previous in-house training   courses or programmes you have completed-for example moving and handling, First Aid.
GENERAL GUIDANCE
• 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 and the parts of the scope that are relevant to your job role.   • 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 Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.   • All evidence must relate to your own work practice.

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
Values	
1 The impact of discrimination, disadvantage and social exclusion and how to recognise and respond to these in your own and others' practice.	
2 The importance of respecting and promoting: (a) each person as an individual (b) independence and quality of life for individuals, with due regard to the safety of the individual, self and others (c) the dignity and privacy of individuals, families, groups and communities	
3 The importance of recognising, valuing and respecting the diversity, expertise and experience of individuals, families, groups and communities.	
4 How to recognise and challenge discrimination, racism, disadvantage and other forms of inequality and injustice and the vulnerability of people.	
5 Effective ways of challenging and developing others in relation to values and attitudes.	
Legislation and organisational policy and procedures	
6 UK, country, EU legislation, statutory codes, standards, frameworks and guidance relevant to promoting best mental health practice, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information as relevant to your own area of practice.	
7 The range and role of regulatory and standard setting bodies in mental health and related disciplines.	
8 How to access valid, reliable and up-to-date information about current and emerging legislation and the values and principles underpinning best mental health practice.	
9 How to monitor, analyse and assess the implication of, and changes in, legislation and the regulatory environment and interpret and apply them to your own and others' working practices.	
10 The range and use of different protocols and codes of practice which can be used both to support people as they work and also control the activities which they undertake.	
11 Your organisation's and professional association's procedures for promoting good practice and responding to poor, bad and dangerous practice.	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Theory and practice	
12 Current and emerging key practice and service issues and policies.	
13 How to monitor your own and others' practice for indications of poor practice and what these indications would be in your area of work.	
14 The importance of self awareness when monitoring your own practice and the extent to which you recognise and work within personal, professional and organisational values and principles.	
15 The ways in which professional boundaries and relationships between service providers and service users can become eroded, related risks, and the ways in which individuals may seek to manipulate the relationship.	
16 How to provide constructive challenges to poor practice which focus on the work and not on the person who did it.	
17 The networks and support systems which are available, the nature of the support they may give and how to access them.	
18 The support which others may give to individuals to assist them in reflecting on and developing their practice.	

HSC3119.1 Review and update your knowledge of the values, policy and procedures frameworks underpinning best practice

Performance criteria	DO	RA	EW	Q	P	WT
1 You identify relevant sources of information about the values, policy and procedural frameworks underpinning best practice in your own and related areas of work.						
2 You establish procedures and prioritise time and commitments to ensure you have sufficient time to access and review: (a) relevant literature (b) guidance on values, policy implementation and procedural requirements						
3 You continually update your own knowledge and understanding of: (a) the values underpinning best practice (b) legislation relevant to your own area of work (c) national, local and organisational policy and procedures relevant to your work						

HSC3119.2 Work within the principles and values underpinning best practice

Performance criteria	DO	RA	EW	Q	P	WT
1 You integrate the values and principles of bets practice within your own work.						
2 You identify and work with conflicts and tensions between stated values and principles.						
3 You ensure that, in team working, others are aware of the specific values and principles of best mental health practice.						
4 You evaluate your own values and principles and identify any conflicts and tensions that might arise generally and when dealing with specific situations.						
5 You develop and implement strategies to deal with any conflicts or tensions.						
6 You seek help and advice on values and principles that you are unable to integrate into your practice generally, and when involved with specific cases.						

DO = Direct Observation   RA = Reflective Account   Q = Questions

HSC3119.2   Work within the principles and values underpinning best practice (cont)

Performance criteria		DO	RA	EW	Q	P	WT
7	You ensure that professional values and principles are used: (a) in your practice, especially in relation to anti-discriminatory and inclusive practice (b) when working with colleagues on an individual or group basis						

HSC3119.3   Challenge poor practice and be open to challenge by others

Performance criteria		DO	RA	EW	Q	P	WT
1	You continually monitor your own practice and that of others with whom you work for signs of poor practice.						
2	You respond to poor practice in others in accordance with agreed organisational and professional procedures.						
3	You encourage others to challenge or question your own practice and respond positively to feedback received.						
4	You demonstrate, through your response to areas of poor practice, the importance of continuous improvement.						
5	You seek appropriate help and assistance to deal with instances of poor practice that you are unable to deal with.						
6	You ensure that appropriate people are fully informed about: (a) actions taken in response to poor practice (b) how actions comply with legal, organisational and professional systems and requirements						
7	You maintain accurate, complete and up-to-date records of actions taken, supported by appropriate evidence.						

DO = Direct Observation   *RA = Reflective Account*   *Q = Questions*
EW = Expert Witness   *P = Product (Work)*   *WT = Witness Testimony*

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: ……………………………………..…………………………..

HSC3120   **Support competence achieved in the workplace**

Elements of Competence

L20:1   **Assess performance in the workplace against agreed standards**

L20:2   **Give staff members support in the workplace and feedback on their performance**

Overview

This unit is appropriate for you if your role involves:
Identifying opportunities to develop and assess competence in the workplace

The activities you are likely to be involved in:
- agreeing work patterns which give staff members opportunities to develop and show their competence
- agreeing which aspects of competence can be assessed in the workplace
- identifying opportunities for assessing competence in the workplace
- watching staff members perform tasks in the workplace
- asking questions to make sure staff members understand what they are doing and why
- giving staff members guidance and feedback on their performance and identifying any training or development they need

What the unit covers:
Assessing performance in the workplace against agreed standards
Giving staff members support in the workplace and feedback on their performance

This standard is import from ENTO – Learning and Development National Occupational Standards where it is Standard L20

Element L20.1:   **Assess performance in the workplace against agreed standards**

Performance Criteria

You must be able to do the following:
1. Agree with staff members which tasks you will need to see them perform in the workplace.
2. Agree with staff members how and when you will watch them perform their work activities to compare their performance with the agreed standards.
3. Give staff members advice on how to collect appropriate evidence from the workplace.
4. Identify who may be involved in or affected by your assessments and agree arrangements with them.
5. Watch the staff member's performance safely and identify where they have met the agreed standards.
6. Ask questions to check staff members' knowledge and understanding of workplace activities.
7. Ensure that the evidence you consider meets the required necessary standards and comes from staff members' own work.
8. Decide if you are prepared to confirm that the staff member's performance meets relevant parts of the agreed standards.
9. Identify gaps in evidence of competence, and how these may be filled in the work place.
10. Keep the records of your assessments safe and pass them on by following agreed procedures.

L20.2: Give staff members support in the workplace and feedback on their performance

Performance Criteria

You must be able to do the following:
1. Make sure that the staff member understands your assessment decision.
2. Choose an appropriate time and place to give feedback to the staff member.
3. Give staff members clear and useful feedback on their performance as soon as possible after your assessment.
4. Be constructive and encouraging when giving feedback.
5. Tell staff members how they can improve their performance if necessary.
6. Identify and agree any further training or development staff members need before completing your assessment process.
7. If you and the staff member cannot agree on your assessment of their competence, refer the matter to the appropriate person.
8. Record the follow-up action and the next steps you and the staff member have agreed on.

Knowledge Specification for the whole of this unit
Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.
You need to be able to show that you have general knowledge and understanding of the following:
The nature and role of assessments in the workplace
1. how to provide opportunities for carrying out assessments in the workplace
2. how to review assessment plans and identify where work activities can be assessed
3. how to identify tasks you can see in the workplace and which aspects of competence they show
4. how to agree arrangements for watching a staff member perform tasks in the workplace
5. how to watch staff members without disrupting or affecting their work activities
6. who else in the workplace you should involve when assessing staff members' competence
7. how to record your assessments and pass information on to other people
8. how to use your assessments to motivate staff members
Principles and concepts
9. how to identify what the staff member needs to meet agreed levels of competence
10. how to make accurate and fair comparison between a staff member's performance and appropriate agreed standards
11. how to use normal work activities to assess staff members' competence
12. how to provide assessment opportunities which are fair, consistent and do not discriminate against any member of staff
13. how to ask questions which check staff members' understanding of what they are doing without leading them
14. how to give constructive feedback to staff members
15. how to encourage staff members to ask questions and seek advice
External factors influencing assessment in the workplace
16. how to ensure that legal requirements to protect the environment and health and safety are met during the assessment process
17. how to take account of the assessment requirements of awarding bodies and others when assessing competence in the workplace
18. who to pass information on to, and when
19. who to involve when you have a problem making an assessment judgement, and the procedures you should follow

HSC3121   Contribute to promoting the effectiveness of teams

Elements of Competence

HSC3121a   Contribute to developing effective team practice

HSC3121b   Support team members to contribute to and fully participate in the team activities

HSC3121c   Work within the team to promote its effectiveness

About this unit[1]

For this unit you need to work in and lead teams providing health, social or care services for individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people: family; friends; carers; others with whom individuals have a supportive relationship.

Information and advice could refer to feedback; action plans; ideas; objectives.

Issues could be: changes; difficulties.

Team members include members in: your work team; multidisciplinary teams; multi agency teams.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, e.g. whether you have responsibility to support the work of others; the individuals and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active   Working in a way that recognises people have a right to take part in the

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2]   The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

support	activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Others	People within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

Under Rights:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for and supported in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Team members	The workers team, the multidisciplinary team, and the broader multi agency team

HSC3121a Contribute to developing effective team practice

Performance Criteria

You need to:

1. acknowledge and take account of team member's views and opinions
2. communicate constructively, fairly and inclusively with team members
3. give accurate information to team members
4. ensure that other team members are aware of your activities, providing sufficient information to enable other team members to take over from you
5. identify and encourage good team practice
6. support effective group dynamics, handling team issues and conflicts constructively
7. report issues that you cannot resolve to the appropriate people
8. ensure that working practices are carried out as agreed by the team
9. record and implement changes to working practices agreed by the team

HSC3121b Support team members to contribute to and fully participate in the team activities

Performance Criteria

You need to:

1. praise team members when they have undertaken team activities effectively
2. identify and help team members that need support
3. challenge abusive, aggressive and discriminatory actions and remarks, explaining to team members the problems they may cause
4. ensure that any interventions with team members are handled appropriately and sensitively
5. offer appropriate support and encouragement to team members who are undertaking new and difficult tasks
6. offer sensitive and constructive advice and help to team members
7. offer information and advice to people in a more senior position, in a manner that is consistent with your role, and recognises the sensitivities of the situation
8. share information which would be of benefit to **others**, within confidentiality agreements and according to legal and organisational requirements

HSC3121c Work within the team to promote its effectiveness

Performance Criteria

You need to:

1. identify your own development needs for team working
2. identify with team members:
3. your own roles and responsibilities
4. the roles and responsibilities of other team members
5. activities to be carried out by yourself and others
6. how the activities of all members will contribute to meeting the aims, objectives, outcomes and purpose of the team
7. organise and carry out your agreed activities effectively
8. take into account the needs of the team, the service and the provision when considering your personal development needs
9. evaluate your contribution to the team and accept constructive criticism, positively
10. reflect on how effectively you deal with conflicts, seeking support where conflicts are not within your competence and responsibility to deal with

11. keep effective, accurate and up to date records within confidentiality agreements and according to legal and organisational requirements

12. contribute to developing a team culture in which people can trust and rely on you

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information
- how to ensure that you protect the rights and the interests of individuals, taking account of any limitations on the individual's rights
- dilemmas between:
    - the individual's rights and their responsibilities for their own care, support and protection
    - the individual's wishes, preferences and needs and how these can and are being met
    - your own values and those of the individual and key people
    - your values and those of others within and outside your organisation
    - the individual's rights and the rights of key people
- methods that are effective:
    - in promoting equality and diversity
    - when dealing with and challenging discrimination
    - how to challenge discriminatory practice with the team

Legislation and organisational policy and procedures
- regulation, codes of practice and conduct that apply to you and others for whom you are responsible
- legislation on:
    - data protection
    - access to personal information
    - disclosure of information
    - dealing with complaints
    - health and safety
- protection of individuals from danger, harm and abuse
- recording, reporting, storage, security and sharing of information
- standards and guidance relevant to the areas of work for which you are responsible
- your own role, responsibilities, accountability and duties for team working and development
- the roles and responsibilities of others with whom you work from within and outside your organisation relating to team working and development
- your organisation's policies, procedures and guidance on contributing to promoting the effectiveness of teams
-

Theory and practice
- how and where to access information and support that can inform your practice about team working
- government reports, inquiries and research on multi disciplinary and multi agency team working

- theories relevant to the individuals with whom you work, about
- underpinning effective team working and management
- leadership and effective leadership styles for team working within health, social or care setting
- communication techniques that are effective in promoting effective team working and management
- power and how it can be used and abused within teams
- the types of team working that is used in health, social or care and how the teams differ in structure, purpose and constitution
- conditions and issues you are likely to face in your work within teams
- how to motivate team members to work effectively as a team
- the best ways to provide constructive information, feedback and advice that focus on the work of team members
- how to give constructive feedback to the team and the contribution of this to learning and development within the team and its members
- how to work with, and resolve conflicts that you are likely to meet when working in teams
- the range of interactive styles that individuals have and how these may affect ongoing work within the team
- your role in relation to others in the work team and how it may grow and develop and the potential obstacles to personal development
- the purpose of agreeing changes in team working with the team as a whole and the reason for individuals taking responsibility for team decision
- the reason you should take responsibility for your own development and effectively review your own performance progress in team membership and management
- the effects which work priorities have on team members and how to offer help and support to team members in busy and stressful times
- different problems that can emerge when working within a team and the actions to take in such situations
- how to select, structure and provide clear written information and advice in a form which is suitable for team members

HSC41   **Use and develop methods and systems to communicate, record and report**

Elements of Competence

HSC41a   Identify methods and systems to promote effective communication and engagement with individuals and key people

HSC41b   Develop and use communication methods and systems to promote effective communication

HSC41c   Evaluate communication methods and systems

HSC41d   Maintain and share records and reports

About this unit[1]

For this unit you need to be able to identify, develop, use and evaluate methods and systems to communicate, record and report.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication and language needs and preferences include: individuals' preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication.

Evidence may be based on: research; knowledge; quantitative data; qualitative data; facts e.g. times, dates, age, information about conditions etc; your own opinion (this should be informed by practice and knowledge and should not go outside your competence).

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Language sensitivity includes: where the first language of the person is not English e.g. Welsh, French, Hindi etc people whose first language is British Sign Language; where people use other forms of communication rather than spoken language.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Engagement	Promoting the active involvement of individuals in communication. This requires consistency between your verbal and non-verbal behaviour that respects individuals and key people's experience, expertise, culture, history and religion
Evaluation information	Feedback received from all sources, including individuals and key people, which, when collated and interpreted, will allow decisions to be made about the effectiveness of communication methods and systems
Evidence	The information on which judgements should be made. When providing evidence you should clearly differentiate between what is fact, what is opinion, what is based on research and knowledge based practice
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	People who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Language sensitivity	Being sensitive to people's language needs and preferences
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role

Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated   against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Staff	People who work in any position within your organisation

HSC41a	Identify methods and systems to promote effective communication and engagement with individuals and key people

Performance Criteria

You need to:

1. provide **active support** to enable **individuals**, **key people** and those within and outside your organisation to identify what needs to be in place to promote effective communication and **engagement**
2. review the specific communication and language needs and preferences across the range of individuals with whom you and other staff work
3. identify any potential and actual barriers to communication and engagement
4. support others within and outside your organisation to understand and overcome barriers to communication and engagement
5. identify changes to the environment that will promote communication, including language sensitivity, and increase participation of individuals and key people
6. work with individuals, key people and those within and outside your organisation to agree how to resolve conflicts of opinion and perspective
7. identify different styles and methods to communicate and engage with individuals and key people
8. seek information and advice from specialists to enable you to promote communication and engagement

HSC41b	Develop and use communication methods and systems to promote effective communication

Performance Criteria

You need to:

1. assess, and support others to assess, the potential impact of any communication on the short, medium and long-term outcomes for individuals, key people and those within and outside your organisation
2. communicate in ways that respect the rights and concerns of individuals and key people, using the individual's preferred method of communication and language
3. develop and use different methods, styles and skills to communicate and engage with individuals and key people
9. act as a positive role model to support and encourage the active participation and engagement of individuals and key people
10. modify the content and structure of your communication to:
    - take account of the purpose of the communication
    - meet the needs and concerns of individuals and key people
    - address any barriers to effective communication and engagement

11. use a range of skills, different systems and methods to promote effective communications between:
    - staff
    - staff and individuals
    - staff and key people
    - people within and outside your organisation
12. where possible, change and support others to change environments to improve communication, participation and engagement
13. seek additional information and advice where improvements and changes are outside your competence and responsibilities to deal with

HSC41c   Evaluate communication methods and systems

Performance Criteria

You need to:
1. agree the information that needs to be collected and when it needs to be made available
2. work with individuals and key people to evaluate their experience of the different forms of communication and support them to identify whether and where improvements could be made
3. evaluate the effectiveness of communication systems:
    - in supporting individuals and key people
    - in promoting inter-agency and partnership working
    - in responding to comments and complaints
4. provide **evaluation information** to those involved in an accessible form and in sufficient time for it to be considered in relevant forums
5. record, report and make recommendations for changes and improvements to communication systems based on the evaluation information collected and other **evidence**
6. contribute to changing systems to enable more effective communication between:
    - staff
    - staff and individuals
    - staff and key people
    - people within and outside your organisation
7. seek information and advice where improvements and changes are outside the scope of your expertise

HSC41d   Maintain and share records and reports

Performance Criteria

You need to:
1. identify, clarify and use legal, organisational and inter-agency policies and protocols for accessing and completing records and reports
2. provide evidence for your judgements and decisions within the records and reports, including where this is based on informed opinion
3. record evidence which:
    - supports your judgements and decisions
    - conflicts with your judgements and decisions
    - clarifies events and decisions
4. produce records and reports that:
    - reflect best practice
    - are accurate, concise, objective, understandable, legible and accessible to individuals, key people and others

- document conflicts, disagreements, unmet needs and any risks associated with these
- document improvements, positive achievements and outcomes
- use information and communication technology

5. ensure that individuals have access to information about themselves that they can understand
6. check and agree the accuracy of the records and evidence with all concerned in the decision making process, and acquire the appropriate signatures, if required
7. receive, discuss and take action in response to feedback from those who receive your records and/or reports
8. store and share records and reports, within confidentiality agreement and according to legal, organisational and inter-agency agreements and requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when communicating, recording and reporting with individuals, key people and others
- knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
  o place the individual's preferences and best interests at the centre of everything you do
  o provide active support for the individuals
  o recognise the uniqueness of individuals and their circumstances
  o empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
- methods and ways of communicating that:
  o support equality and diversity
  o support the rights of people to communicate in their preferred way, media and language
  o are ethical and adhere to any codes of practice relevant to your work
  o respect other people's ideas, values and principles
  o ensure people's dignity and rights when identifying and overcoming barriers to communication
- how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues, about communication, recording and reporting
- how to challenge information, documents, systems, structures, procedures and practices that are discriminatory, especially in relation to individuals communication and information needs

Legislation and policy
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when communicating, recording and reporting
- current local, UK legislation and organisational requirements, procedures and practices for:
  o data protection
  o employment practices
  o protecting individuals from danger, harm and abuse
  o making and dealing with complaints and whistle blowing
  o multi-disciplinary and multi-agency working

- o working in integrated ways to promote the individual's well-being
- o promoting your organisation's services and facilities
- o managing and processing requests for health and care services, and the parameters for accepting or rejecting requests for your organisation
- o practice standards and guidance about:
- o best practice methods and systems for communicating with individuals and key people
- o best practice methods and systems for communicating with others in and outside your organisation
- o lessons learned from serious failures of communication
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for communicating, recording and reporting
- how to access and record information, decisions and judgements about individuals communication and language needs and preferences, electronically and manually
- how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when communicating, recording and reporting
- policies, procedures, guidance and protocols for communicating and working with the other organisations and professions with whom you work

Theories and practice

- how and where to access literature, information and support to inform your practice for the managing and processing of communication, recording and reporting
- a current knowledge of literature related to best practice in recording, reporting and developing and evaluating communication systems and methods
- a current knowledge of government reports, inquiries and research relevant to recording, reporting and personal, organisational, multi-disciplinary and multi-organisational communications
- evidence and knowledge based theories and models of good practice in:
  - o communication (including verbal and non-verbal communications)
  - o barriers to communication and how to overcome these
  - o theories about:
  - o human growth and development and how this can influence and affect communication abilities
  - o communication abilities and skills and their impact on individuals' identity, self-esteem and self-image
  - o power relationships and how these can be used and abused when communicating with vulnerable people
  - o multi-disciplinary and multi-organisational working and communication
  - o evidence based research and knowledge based research and the benefits of both when recording and reporting
- knowledge of the physical and mental health conditions you are likely to have to deal with and make judgements on when managing and processing requests for services
- health, social, emotional, financial and environmental factors that affect the communication skills and abilities and well-being of individuals, families, groups and communities
- how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership communications and working
- physical and mental health conditions you are likely to have to deal with in your work with individuals, families, carers, groups and communities and their effect on the communication needs of individuals
- methods of supporting individuals and key people to express their wishes, needs and preferences about their preferred methods of communication and language
- specific equipment that will enable individuals with speaking, sight or hearing difficulties and additional needs or learning difficulties to receive and respond to information and how to access and use this
- methods of supporting staff to work with individuals, key people and others to use and evaluate communication systems and methods
- the use of evidence, fact and knowledge based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence

- the types of records and reports you are required to complete within your work role and how to complete them
- the different types of data that can be used within reports and records and which are best for records and reports you need to access, complete, use and develop
- communication systems, structures and practice and how to evaluate and improve these
- methods of working which facilitate the resolution of the conflicts that you are likely to face when communicating with individuals and key people
- the range of skills, styles and methods that promote good communication practice
- how and where Information Communication Technologies can and should be used for communicating, recording and reporting

HSC42	**Contribute to the development and maintenance of healthy and safe practices in the working environment**

Elements of Competence

HSC42a	Contribute to monitoring compliance with health, safety and security regulations and requirements
HSC42b	Contribute to the development of systems to manage risk to self, staff and others
HSC42c	Contribute to the development of health, safety and security policies, procedures and practices

About this unit[1]

For this unit you need to be able to contribute to the development, monitoring and maintenance of healthy and safe practices.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Accidents could be due to: falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Give feedback using: individuals 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.

Harm and abuse within this unit will cover: neglect; physical, financial, emotional and sexual abuse; bullying; self harm; reckless behaviour.

Incidents could include: bomb scares; intruders; lost keys, purses etc.; a person being locked out or missing; aggressive and dangerous encounters.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

The working environment could be: within an organisation's premises; in premises of another organisation; in someone's home; out in the community.

Working practices include: activities; procedures; use of materials or equipment; working techniques.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45.
To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Accident	Unforeseen major and minor incidents where an individual is injured
Approved methods and procedures	These are methods and procedures that have been set down in legalisation, set by your organisation, identified in risk assessments and/or set down by the producers of the items, materials or equipment
Danger	The possibility of harm and abuse happening
Emergencies	Immediate and threatening danger to individuals and others
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
Hazards	Something with the potential to cause harm
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to: be respected be treated equally and not be discriminated against be treated as an individual be treated in a dignified way privacy be protected from danger and harm be supported and cared for in a way they choose access information about themselves communicate using their preferred methods of communication and language
Risks	The likelihood of the hazards potential being realised
The working environment	This will include all environments in which you work
Violence	Physical abuse against and towards a person

HSC42a   Contribute to monitoring compliance with health, safety and security regulations and requirements

Performance Criteria

You need to:

1.   ensure the people with whom you work are aware of legal and organisational health, safety and security policies, procedures and practices relevant to their work

2.   identify and work with others to assess, minimise and manage potential **risks** and **hazards** in **the working environment**

3.   when you monitor health, safety and security policies, procedures and practices, you take appropriate action where they are not being adhered to

4.   act as a role model in adhering to health, safety and security policies, procedures and practices

5.   challenge and report working practices that are unsafe and unhealthy

6.   ensure that you and the people with whom you work use **approved methods and procedures** when carrying out potentially hazardous work activities

7.   take appropriate and immediate action to manage **emergencies**

8.   take appropriate action where there is the likelihood of an **accident** or injury

9.   complete timed and dated records and reports on health, safety and security issues, practices and incidents, within confidentiality agreements and according to legal and organisational requirements

HSC42b   Contribute to the development of systems to manage risk to self, staff and others

Performance Criteria

You need to:

1.   contribute to the planning, monitoring, and reviewing of policies, systems, procedures and practices to identify, assess and reduce stress and risk of **danger, harm and abuse** to **individuals**, **key people**, self, staff and **others**

2.   ensure that you and the people with whom you work are aware of their responsibilities and follow risk management policies, systems, procedures and practices

3.   ensure that you and the people with whom you work are aware of and contribute to the implementation of an effective violence against staff policy

4.   contribute to managing policies, systems, procedures and practices for physical intervention and its use

5.   contribute to the assessment and management of risk to individuals from their own behaviour and that of others

6.   monitor policies, systems, procedures and practices to identify if improvements are needed to risk assessments for individuals, key people and others within and outside the organisation

7.   support individuals, key people, staff and others within and outside your organisation to:
     - give feedback on risk management policies, systems, procedures and practices
     - indicate where and how improvements could be made

HSC42c   Contribute to the development of health, safety and security policies, procedures and practices

Performance Criteria

You need to:

1. contribute to the review and evaluation of health, safety and security policies, procedures and practices within your working environment

2. support individuals, key people, staff and others within and outside your organisation to:
   - give feedback on health, safety and security policies, procedures and practices
   - indicate where and how improvement could be made

3. identify areas of policy and practice that need improvement to ensure the safety, security and protection in the working environment

4. you record and report on your contribution to the development of health, safety and security policies, procedures and practices, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
   - legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when contributing to the development and maintenance of healthy and safe practices in the working environment
   - methods and ways of working that:
     o support equality and diversity when contributing to the development and maintenance of healthy and safe practices in the working environment
     o are effective when dealing with, and challenging information, documents, systems, structures, procedures and practices that are discriminatory
     o are ethical and adhere to any codes of practice relevant to your work
     o respect other people's ideas, values and principles when contributing to the development and maintenance of healthy and safe practices in the working environment

Legislation and organisational policy and procedures
   - codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when contributing to the development and maintenance of healthy and safe practices in the working environment
   - current local, UK legislation and organisational requirements, procedures and practices for:
     o data protection
     o health and safety
     o risk assessment and management
     o employment practices
     o protecting individuals from danger, harm and abuse
     o making and dealing with complaints and whistle blowing
     o multi-disciplinary and multi-agency working
     o your responsibility for keeping yourself, individuals and others safe
   - how to access, evaluate and influence organisational and workplace policies, procedures

and systems on health, safety and security

- key government initiatives which affect the organisational practices on health, safety and security
- how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working

Theory and practice

- how and where to access literature, information and support to inform your practice when developing and maintaining healthy and safe practices in the working environment
- a current knowledge of the literature related to best practice in health, safety and security
- a current knowledge of government reports, inquiries and research for health, safety and security in your working environment
- theories of:
    - o stress and how it can affect behaviour
    - o health and safety
    - o risk assessment and management
    - o dealing with violence and aggression
    - o methods of multi-disciplinary and multi-organisational working
- physical and mental health conditions you are likely to have to deal with in your work with individuals, families, carers, groups and communities that might affect health, safety and security policies, procedures and practices
- methods of supporting individuals, key people and others to assess and manage risks to their health and well-being
- methods of supporting staff to work with individuals, key people and others to comply with legal and organisational health, safety and security requirements, policies, procedures and practices
- methods for evaluating and developing health, safety and security policies, procedures and practices
- how to monitor and promote health, safety and security
- how to model good practice relating to health, safety and security
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
- recording and reporting requirements for monitoring health, safety and security (including non-compliance) and for accidents and emergencies

HSC43 **Take responsibility for the continuing professional development of self and others**

Elements of Competence

HSC43a Take responsibility for own personal and professional development
HSC43b Contribute to the personal and professional development of others

About this unit[1]
This unit is about your own continuing professional development, and your contribution to sharing your learning, both in a supervisory capacity and as a role model to others.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Constructive feedback could be communicated: verbally, in written form, electronically, in other forms of communication. With individuals and key people communications should: use individuals 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.
Development opportunities include: training; educational programmes; coaching; personal and professional support.
Supervision and support could be**:** formal; informal; provided from within your organisation; provided from outside your organisation.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts;
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. In occupanal 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Constructive feedback	Comments about your strengths or areas that need developing, that are useful for improving your practice
Development opportunities	Opportunities that enable you to develop and practice more effectively
Personal and professional development	Knowledge and practice of any type that will enable you to develop within your job role both as a person and as a practitioner
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Practice	Practice covers every aspect of the work you do including your skills, knowledge, attitudes and behaviour. It also involves experiences and personal beliefs that might affect your practice
Reflect	This is the process of thinking about every aspect of your practice including identifying where and how it could be improved
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Supervision and support	This can be formal or informal support that is provided from within or outside your organisation
Those with whom you work	The people with whom you work and for whom you have some responsibility within your job role

HSC43a   Take responsibility for own personal and professional development

Performance Criteria

You need to:

1.   identify knowledge and **practice** that could impact on your work and inform your practice
2.   seek critical and constructive comment about your knowledge and practice from **those with whom you work**
3.   regularly monitor, evaluate and **reflect** on:
     - your own knowledge, methods and practice
     - the knowledge, methods and practice of **others**
     - your contribution to inter-agency and team working
     - to establish how well and in what ways your own knowledge and practice could better meet service and practice needs
4.   seek **supervision and support** to assess the implications of using new knowledge, methods and practice in your work
5.   take responsibility for your own **personal and professional development**, seeking and accessing **development opportunities** to meet your needs
6.   keep up-to-date records of your own personal and professional development, within confidentiality agreements and according to legal and organisational requirements

HSC43b   Contribute to the personal and professional development of others

Performance Criteria

You need to:

1.   provide **constructive feedback** to enable others with whom you work to identify how their practice could better meet service and practice needs
2.   challenge poor practice:
     - constructively
     - in ways that safeguard individuals, key people and others within and outside your organisation
     - in ways that promote the use of best knowledge and evidence-based practice
3.   support others with whom you work to:
     - identify their personal and professional development needs
     - make use of mentoring, assessment and tutoring support
4.   provide personal support and act as a role model for others with whom you work, to enable them to develop their knowledge and practice
5.   identify and disseminate appropriately, information about new knowledge and evidence based practice that would be useful to others with whom you work
6.   identify development opportunities that meet the personal and professional development needs of others with whom you work and enable them to access qualifications
7.   record and report staff development and training within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- up-to-date knowledge and practice of legal and organisational requirements for equality, diversity, discrimination, **rights**, confidentiality and sharing of information and to how update and develop your own, and the practice of other staff on these
- how to access training and development to enable you to manage ethical dilemmas and conflicts for individuals, those who use services and staff

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when developing your own and the practice of colleagues
- current local, UK legislation and organisational requirements, procedures and practices for:
- data protection
  - o employment practices
  - o developing your own knowledge and skills and the personal and professional development of others
- key government initiatives which affect organisational practices on:
- the use of evidence and knowledge based practice
- the training, education, supervision, support and appraisal of staff
- the regulation of the workforce
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for personal and professional development
- the purpose of and arrangements for you to provide and receive supervision and appraisal

Theory and practice
- how and where to access literature, information and support to inform your own and colleague's personal and professional development
- an up to date knowledge of the literature related to best practice in personal and professional development, reflective practice, supervision and support, challenging poor practice, training and support for yourself and colleagues
- an up to date knowledge of government reports, inquiries and research relevant to personal and professional development in your area of work
- lessons learned from inquiries into serious failure of health, social or care practice, and from successful interventions
- principles underpinning personal and professional development and reflective practice
- how to work in partnership with individuals, key people and those within and outside your organisation to enable you to develop and enhance your knowledge and practice
- styles and methods of learning that are appropriate to yourself and colleagues
- approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts
- methods of supporting staff to work with and support individuals, key people and others
- how to challenge poor practice effectively
- the differences between assessing, mentoring, appraisal, coaching and tutoring/teaching support

- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
- approaches to self-reflection and the reflective practice of others
- the impact of stress and conflict on organisational, individual and team performance

HSC44   **Develop practice which promotes the involvement, well-being and protection of children and young people (Children and Young People)**

Elements of Competence

HSC44a   Develop and support practice that values and respects children and young people's rights and responsibilities

HSC44b   Develop and support practice that enables children and young people to express their views and preferences

HSC44c   Promote the protection of children and young people from harm and abuse

About this unit[1]

For this unit you will need to develop, maintain and evaluate systems to promote life chances and well-being of children and young people.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

Communicate using: the child's/young person'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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals, key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They are

embedded in this unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises children and young people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Carers	Any person who cares for the physical, social and mental well-being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services and where the children and young people are 'looked after' or still eligible to receive children's/ young people's services until they reach 21. If still in educational provision this age range can rise to 25. Where children and young people use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers children and young people and their advocates and interpreters
Evidence based	Practice that is based on evidence, this may be research based evidence and/or knowledge based evidence
Families	The people who are biologically related to children and young people and those who, through relationships, have become an accepted part of their family
Information	Information will include any plans, care needs assessments, records and reports relevant to the children and young people's needs and preferences
Harm	The short, medium and long term affects of a child/young person being physically or mentally injured or abused
Level of development and understanding	Covers the cognitive, physical, social, emotional and intellectual developmental level of children and young people. It is often related to chronological age, using the broad milestones recognised as being within the parameters of 'typical patterns of development'. Many influences may delay the development of a child or young person to a greater or lesser extent, e.g. illness or conditions which result in disability, detrimental experiences during the formative years, lack of stimulation, low self-esteem.
Life chances	Aspects of children and young people's lives that can inhibit or promote the chance they have to maximise and realise their full potential, educationally and socially
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Parents	The biological and/or step parents of the children and young people
Participation	Participation is the process through which children and young people influence decision making which brings about changes in them, others, their services and their communities
Permanency	Aspects of children and young people's lives that enable them to have stability and be able to plan for the future in the short, medium and long term i.e. until they are 21 or 25 if still in education

Rights	The rights that children and young people have to:
	• be respected
	• be treated equally and not be discriminated against
	• be treated as an individual
	• be treated in a dignified way
	• privacy
	• be protected from danger and harm
	• be supported and cared for in a way they choose
	• access information about themselves
	• communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone
Role model	When you illustrate best practice through your own behaviour, attitudes, actions and practice. It encourages staff, children and young people and others to emulate your model
Signs and symptoms	Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse.

HSC44a	Develop and support practice that values and respects children and young people's rights and responsibilities

Performance Criteria

You need to:

1. use, and support **others** to use, **children and young people's** preferred communication methods and language, taking into account their age, abilities and **level of development and understanding**

2. develop and support practice that:
    - respects children and young people's beliefs, culture, values and preferences
    - treats and values each child/young person as an individual
    - acknowledges the diversity of children and young people, their **parents**, **families** and **carers**
    - respects the dignity and privacy of children and young people, their parents, families and carers
    - takes seriously the children and young people's preferences; taking account of their safety, security and any restrictions placed upon them, their parents, families and carers
    - provides **active support** for children and young people
    - provides **information** about children and young people's rights and responsibilities in a form that is appropriate to their age, abilities and level of development and understanding
    - promotes the **participation** and **inclusion** of all children and young people

3. provide a positive **role model** that demonstrates respect, reliability and honesty

4. challenge and take action to address discrimination and oppression by individuals and organisations

5. promote children and young people's rights to:
    - complain and you act on complaints in ways that are open, fair and consistent with legal and organisational requirements
    - secure independent advice, support and advocacy when decisions are being made about their lives and futures

6. ensure information is disclosed only to those who have the right and need to know

HSC44b   Develop and support practice that enables children and young people to express their views and preferences

Performance Criteria

You need to:

1. provide up to date and accessible information to enable children and young people to make decisions about their views, needs, preferences, aspirations and expectations
2. work in partnership with children and young people, parents, families, carers and people within and outside your organisation to promote the children and young people's rights to be involved in decisions about their lives and well-being
3. develop and support practice to enable children and young people to identify and take account of risks associated with their needs, views, preferences, aspirations and expectations
4. develop and support practice which acknowledges and helps children and young people to address losses, dilemmas and conflicts they are, and have been faced with
5. work with people within and outside your organisation to ensure:
    - that any limitations that have been placed upon parents, families and carers involvement with children and young people are adhered to
    - the contribution of parents, families and carers in meeting the children and young people's needs, views, preferences, aspirations and expectations, taking account of any restrictions placed upon them
    - parents, families and carers receive the support they need to positively contribute to children and young people's health and well-being
6. work actively within inter-agency and partnership agreements, as appropriate to your role, to:
    - support the care, life chances and permanency needed for children and young people
    - enable children and young people to access agreed services and facilities which promote their health, well-being, life chances and permanency

HSC44c   Promote the protection of children and young people from harm and abuse

Performance Criteria

You need to:

1. contribute to creating and maintaining an environment that enables children and young people to feel safe, secure and free from harm and abuse/bullying
2. support parents, families and carers to understand, identify and cope with the effects of limitations and restrictions that are in place to manage identified **risks**
3. support children and young people to identify and understand aspects of their lives, actions and behaviour, and those of others that could pose a risk to their personal safety and may lead to abuse
4. ensure that your own practice, and that of others with whom you work:
    - provides the necessary protection for children and young people
    - recognises the vulnerability of children and young people to visual, written and electronic forms of communication and media
    - challenges and takes appropriate action to recognise dangerous, abusive, discriminatory or exploitative behaviour
5. work with children and young people to understand why it is necessary to set and maintain safe, consistent and understandable boundaries for them and others

6. assess and take action to minimise and deal with risk where children and young people:
   - are likely to become, or are involved in offending and offensive behaviour
   - may be subjected to the offending and offensive behaviour of others
7. contribute to the development of an open environment and relationships in which children and young people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
8. take appropriate and immediate action, following legal and organisational procedures where you or others observe **signs and symptoms** of **danger, harm and abuse** or where this has been disclosed
9. ensure that your own, and the actions of others; whilst giving priority to the protection of the child/young person; avoid actions and statements that could adversely affect the use of evidence in future investigations and court
10. ensure that records and reports are timed, dated and completed:
    - within confidentiality agreements
    - according to legal and organisational requirements
    - avoiding statements that could adversely affect the use of evidence in future investigations and court
11. pass on relevant, accurate, reports and information about suspected abuse within confidentiality agreements and according to legal, organisational, inter-agency and partnership requirements
12. observe, challenge and report on unsafe practice
13. seek advice, information, guidance and specialist support when you are unable to provide the support needed for the protection of individuals, key people and staff
14. provide support to others to enable them to cope with thoughts and feelings about suspected harm and abuse and to develop practice
15. develop strategies and systems to deal with your own thoughts and feelings and reflect on practices

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
    - place the children and young person's preferences and best interests at the centre of everything you do
    - provide active support for the child/young person
    - recognise the uniqueness of the child/young person and their circumstances
    - empower children and young people to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
- how to ensure that you and others for whom you are responsible protect the rights and the interests of children and young people taking account of any limitations on the child's/young person's rights and those of parents, families and carers
- how to manage ethical dilemmas and conflicts for children and young people, those who use services and staff

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when promoting the choice, well-being and protection of children and young people
- current local, UK legislation and organisational requirements, procedures and practices for:
    - data protection
    - making and dealing with complaints
    - employment practices
    - child protection
    - the promotion and safeguarding of children and young people, including whistle blowing procedures
    - promoting secure and permanent relationships for children and young people
    - parental rights and responsibilities
    - multi-disciplinary and multi-agency working
    - working in integrated ways to promote children and young people's well- being
    - the philosophy and scope of children's legislation
- standards of practice, and service standards and guidance about:
    - children and young people, advocates, families, carers, groups and communities
    - the protection of children and young people and parents, families and carers from danger, harm and abuse
- your responsibility for keeping yourself, children and young people and others safe
- frameworks and guidance for children and young people on:
    - assessment
    - education
    - health
- key government initiatives to promote the well-being of children and young people, their families and communities
- the purpose of and arrangements for you to provide and receive supervision and appraisal

- how to access, evaluate and influence organisational and workplace policies, procedures and systems
- how to access and record information, decisions and judgements about children and young people, electronically and manually

Theory and practice

- how and where to access literature, information and support to inform your own and the practice of others when promoting the choice, well-being and protection of children and young people
- an up to date knowledge of:
  - the literature related to best practice in promoting the choice, well-being and protection of children and young people
  - government reports, inquiries and research relevant to promoting the choice, well-being and protection of children and young people
  - government reports, inquiries and research into serious failures to protect children and young people, their parents, families and carers
- theories of:
  - human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
  - identity and self-esteem
  - managing loss and change
  - conflicts and dilemmas
  - stress and how it can affect behaviour
  - power relationships and how these can be used and abused
  - motivation
  - engaging and stimulating children of all ages
  - inter-personal communication with children and young people, including those whose age or condition requires non-verbal inter-actions and communications
  - supervision and management in child protection
- health, social, emotional, financial and environmental factors that affect the well-being of children and young people, families, groups and communities
- acting as a mentor to assist staff to develop practice in:
  - effective communication and engagement with children and young people, their parents, families and carers
  - involving children and young people in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, aspirations and expectations, in ways that are appropriate to the age of the child/young person and their development level and understanding
  - working with parents, families and carers to support the children and young people
  - working with children and young people who have been abused, bullied, persecuted, who are at risk of danger or harm, of becoming involved in offending behaviour
- the impact of disruption, including placement disruption
- support for children, young people and parents with additional needs
- factors that cause risks and those that ensure safe and effective care for individuals
- signs and symptoms of danger, harm and abuse
- correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed and how to record and report incidents and disclosures
- the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
- how and where Information Communication Technologies can and should be used for carrying out your work activities and recording and reporting

HSC45   **Develop practices which promote choice, well-being and protection of all individuals**

Elements of Competence

HSC45a   Develop and maintain effective relationships to promote the individual's choice about their care

HSC45b   Promote the individual's rights to expect and receive respect for their diversity, difference and preferences

HSC45c   Promote the protection of all individuals

About this unit[1]

For this unit you will need to develop, maintain and evaluate systems and support others to promote the rights, responsibilities, equality and diversity of individuals in making choices about their care and protection.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

Communicate 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to:

- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and the need for you to be able to work in collaboration with individuals, key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They are

embedded in this unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Abuse	Abuse is causing physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Danger	The possibility of harm and abuse happening
Harm	The effects of an individual being physically, emotionally, financially or sexually injured or abused
Evidence based	Practice that is based on evidence, this may be research based evidence and/or knowledge based evidence
Individuals	People using health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to: be respected be treated equally and not be discriminated against be treated as an individual be treated in a dignified way privacy be protected from danger and harm be supported and cared for in a way they choose access information about themselves communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Role model	When you illustrate best practice through your own behaviour, attitudes, actions and practice. It encourages staff, individuals and others to emulate your model
Signs and symptoms	Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse

HSC45a   Develop and maintain effective relationships to promote the individual's choice about their care

Performance Criteria

You need to:

1. develop and maintain relationships with **individuals** and **key people**
2. provide up to date information to support individuals to make informed choices about the care and services they receive
3. work in partnership with individuals, key people and **others** within and outside your organisation to promote the individual's choice about their care
4. support individuals to communicate their views about:
   - their priorities
   - their needs
   - the factors that affect their health and well-being
   - changes that they are experiencing and are likely to experience in the short, medium and long term
   - balancing these views with the rights and responsibilities of key people
5. develop solutions to deal with conflicts and dilemmas when promoting the individual's rights and responsibilities
6. seek and use appropriate support:
   - when there are conflicts that you cannot resolve
   - with areas of work that are outside the scope of your responsibility and your competence to deal with
7. act as a **role model** to demonstrate to others how to:
   - respect and balance the views, preferences and wishes of individuals and key people
   - support individuals to have as much control over their lives as possible
   - support individuals to use their strengths and abilities
   - acknowledge the dilemmas individuals face when balancing their own rights, preferences and responsibilities with those of key people and others
8. promote individuals' rights to:
   - comment and complain and you act on complaints in ways that are open, fair and consistent with legal and organisational requirements
   - secure independent advice, support and advocacy when decisions are being made about their lives and futures

HSC45b   Promote the individual's rights to expect and receive respect for their diversity, difference and preferences

Performance Criteria

You need to:

1. ensure that you, and others with whom you work:
   - respect the individual's beliefs, culture, values and preferences
   - treat and value each person as an individual
   - acknowledge the diversity of individuals, key people and others
   - respect the dignity and privacy of individuals, key people and others
   - promote equal opportunities for individuals
   - put the individual's needs and preferences at the centre of everything you do
   - provide active support that promotes the participation and inclusion of all individuals
   - support anti-discriminatory practice
   - identify and challenge discrimination and oppression

- ensure information is disclosed only to those who have the right and need to know
2. ensure that you, and others with whom you work, honour work commitments and when this is not possible, explain why
3. demonstrate that you are trustworthy, reliable and dependable and support others to do the same
4. support those who need assistance in exercising their rights
5. seek advice, information and guidance when you are having difficulty implementing systems to promote equality and diversity

HSC45c   Promote the protection of all individuals

Performance Criteria

You need to:
1. support individuals to,
   - communicate their fears and knowledge of risks, situations, events and personal crises that might result in danger, harm and abuse
   - identify, agree and use approaches to manage risks and protect themselves from danger, harm and abuse
2. agree, with individuals and key people, the procedures to follow when situations, events and behaviour occur that could lead to danger and abuse of themselves, key people and others
3. identify and defuse, where possible and safe to do so, situations that might result in danger, harm and abuse to individuals, key people and others
4. ensure that you and those with whom you work can access and understand information about:
   - the legal and organisational requirements for the protection of individuals, key people, themselves and others
   - who can have access to information about actual and suspected harm and abuse
   - how to deal with, record and report on incidents of possible and actual danger, harm and abuse avoiding actions and statements that could adversely affect the use of evidence in future investigations and court
5. contribute to the development of an open environment and relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
6. take appropriate and immediate action, following legal and organisational procedures where you or others observe **signs and symptoms** of danger, harm and abuse or where this has been disclosed,
7. ensure that your own and the actions of others, whilst giving priority to the protection of the individuals, avoid actions and statements that could adversely affect the use of evidence in future investigations and court
8. ensure that records and reports are timed, dated, within confidentiality agreements and written according to organisational procedures and legal requirements, avoiding statements that could adversely affect the use of evidence in future investigations and court
9. pass on relevant, accurate, reports and information about suspected abuse within confidentiality agreements and according to legal, organisational, interagency and partnership requirements
10. observe, challenge and report on unsafe practice
11. seek advice, information, guidance and specialist support when you are unable to provide the support needed for the protection of individuals, key people and staff

12. provide support to others to enable them to cope with thoughts and feelings about suspected harm and abuse and to develop practice

13. develop strategies and systems to deal with your own thoughts and feelings and reflect on practices

14. provide **evidenced based** reports, on changes that are needed to systems and structures for the protection of individuals, in accordance with:
    - your role and responsibilities
    - confidentiality agreements
    - legal and organisational requirements
    - and avoiding statements that could adversely affect the use of evidence in future investigations and court

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when promoting the choice, well-being and protection of individuals
- knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
    o place the individual's preferences and best interests at the centre of everything you do
    o provide **active support** for the individuals
    o recognise the uniqueness of individuals and their circumstances
    o empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks from danger, harm and abuse
- methods and ways of working that:
- support equality and diversity
- support the rights of people to communicate in their preferred way, media and language
- are effective when dealing with, and challenging information, documents, systems, structures, procedures and practices that are discriminatory
- are ethical and adhere to any codes of practice relevant to your work
- respect other people's ideas, values and principles
- how to ensure that you and others for whom you are responsible protect the rights and the interests of individuals taking account of any limitations on the individual's rights
- how to manage ethical dilemmas and conflicts for individuals, those who use services and staff
- how you and others for whom you are responsible can and should use relationships to promote individuals' rights, choices and well-being

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your setting and your own and the roles, responsibilities, accountability and duties of others when developing practices which promote the choices, well-being and protection of all individuals
- current local, UK legislation and organisational requirements, procedures and practices for:
  - o data protection
  - o health and safety
  - o risk assessment and management
  - o employment practices
  - o protecting individuals from danger, harm and abuse
  - o making and dealing with complaints and whistle blowing
  - o multi-disciplinary and multi-agency working
  - o your responsibility for keeping yourself, individuals and others safe
  - o developing practices which promote the choices, well-being and protection of all individuals
- key government initiatives which affect the organisational practices to promote the choice, well-being and protection of all individuals
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for the choice, well-being and protection of individuals
- how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when promoting the choice, well-being and protection of individuals
- policies, procedures, guidance and protocols with the other organisations and professions with whom you work related to promoting the choice, well-being and protection of individuals
- the purpose of and arrangements for you to provide and receive supervision and appraisal

Theory and practice

- how and where to access literature, information and support to inform your own and colleagues practice about promoting the choice, well-being and protection of individuals
- an up to date knowledge of:
  - o the literature related to best practice in promoting the choice, well-being and protection of individuals
  - o government reports, inquiries and research relevant to promoting the choice, well-being and protection of individuals
  - o government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people
- theories about:
  - o how power and influence can be used and abused when managing and processing requests for health and care services
  - o multi-disciplinary and multi-organisational working
  - o organisational methods, systems and structures
  - o human growth and development
  - o identity, self-esteem and self-image
  - o managing loss and change
  - o stress and how it can affect behaviour
  - o inter-personal communication
- promoting the choice, well-being and protection of individuals
- knowledge of the physical, emotional and health conditions of the individuals with whom you and others are likely to work, how the conditions can affect the individual's behaviour and methods of supporting other staff to observe and use best evidence and knowledge based practice in their work

- acting as a mentor to assist staff to develop practice in:
  - effective communication and engagement with individuals, key people and others
  - involving individuals in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, and preferences
  - working with families and carers to support individual people
  - working with individuals who have been abused, bullied, persecuted, who are at risk of danger, harm and abuse
  - factors that cause risks and those that ensure safe and effective care for individuals
  - how to recognise; and what the signs and symptoms of danger, harm and abuse may be generally, and specifically for the individuals with whom you work
- correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed, how to record and report incidents and disclosures
- the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
- how and where Information Communication Technologies can and should be used for carrying out your work activities and recording and reporting

HSC46 **Independently represent and advocate with, and on behalf of, children and young people**

Elements of Competence

HSC46a Work with the children and young people to identify how and by whom they wish to be represented

HSC46b Work with children and young people to represent their needs and wishes

HSC46c Help children and young people understand the procedures and outcomes from the representation

HSC46d Support children and young people to evaluate their experiences of the advocacy support and the systems they have encountered

About this unit[1]
For this unit you need to advise and support children and young people to make decisions about how you represent their case in their terms and how they can evaluate their experience of the representation.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the child's/young person'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.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with children and young people, parents, families, carers and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC44. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC44 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[1] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises children and young people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Advocacy	Where a person represents the exact views of the child/young person and speaks on their behalf
Carers	Any person who cares for the physical, social and mental well-being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services and where the children and young people are 'looked after' or still eligible to receive children's/ young people's services until they reach 21. If still in educational provision this age range can rise to 25. Where children and young people use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers the children and young people and their advocates or interpreters
Evidence	The supporting rationale and materials that underpin decisions and actions. It should clearly differentiate between fact, informed opinion and evidence/knowledge based evidence
Families	Include the people who are biologically related to children and young people and those who, through relationships, have become an accepted part of their family
Independent representation	Where the child/young person is represented by someone who is independent of others involved in the child's/young person's health and care
Level of development and understanding	Covers the cognitive, physical, social, emotional and intellectual developmental level of children and young people. It is often related to chronological age, using the broad milestones recognised as being within the parameters of 'typical patterns of development'. Many influences may delay the development of a child or young person to a greater or lesser extent, eg illness or conditions which result in disability, detrimental experiences during the formative years, lack of stimulation, low self-esteem.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Parents	The biological and/or step parents of the children and young people
Rights	The rights that children and young people have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC46a   Work with the children and young people to identify how and by whom they wish to be represented

Performance Criteria

You need to show that:

1.   you provide **active support** to enable **children and young people** to communicate their feelings and needs about advocacy and **independent representation**, taking account of their age, abilities and **level of development and understanding**

2.   you seek advice from **parents**, **families**, **carers** and friends close to the children and young people, and only with the child or young person's consent

3.   you help children and young people to communicate their views and wishes freely and directly about **advocacy** and independent representation

- you ensure that the child or young person determines whether he/she wishes to participate and communicate:
- for themselves
- with an advocate to speak for them
- jointly with an advocate

4.   you work with children and young people to enable them to understand:

- what is happening to them
- how they can make their views known
- the choices they have regarding decisions being made about them and any restrictions placed upon them and others

5.   you make notes and records of meetings with children and young people, which show how their active participation has been promoted

6.   if you and your organisation are unable to help, you work with **others** to refer the child or young person on to another appropriate source of help

HSC46b   Work with children and young people to represent their needs and wishes

Performance Criteria

You need to:

1.   provide children and young people with all relevant information about advocacy and independent representation

2.   support children and young people to interpret and understand the information and to make well-informed decisions about how you should represent them

3.   provide information in an accessible and understandable format and language that gives the children and young people appropriate power and an effective voice

4.   support children and young people to communicate what they want you to say on their behalf, communicate what you are going to say and check that this reflects their views, wishes and preferences

5.   support children and young people to understand what others who are challenging the representation of the children and young people may say and how you might have to change what you say in response to their comments

6.   defend *every* child and young person's right to express their views

7.   only act with the express permission and instructions of children and young people, even when you disagree

8.   treat children and young people fairly, equally and with respect, valuing them as individuals and challenging discrimination

9.   ensure that the activities you undertake on behalf of children and young people have specified achievable timescales, and, where deadlines slip, you inform the children and young people of this and the consequences

10. assure the children and young people that you will remain as their advocate, unless there is a good reason for change

11. following the end of each contact, agree any follow-up action with the child/young person

12. where there are differences between your own and the child/young person's view, communicate the differences and identify the best way forward with the child/young person and other relevant people

13. use **evidence** to record what has been done, how it was done and why, giving children and young people an opportunity to see, understand and challenge the records and ensuring that their views and wishes are documented and understood

HSC46c   Help children and young people understand the procedures and outcomes from the representation

Performance Criteria

You need to:

1. clarify whether the children and young people understood the proceedings and the implications of what was said and decided for and about them

2. support children and young people to understand the outcomes from the representation

3. give children and young people any documents that they are able to read, checking that their understanding of them is correct and clarifying issues and matters arising

4. provide information about the processes and outcomes from the representation in an understandable and accessible form for children and young people

5. assure children and young people that their privacy will be respected at all times and that nothing will be disclosed outside the service without their agreement, unless it is necessary to prevent significant harm and abuse to them or to someone else, or if disclosure is required by a court

6. support children and young people to understand any future action that may be taken, how they may be involved in this and any likely effects this may have on their lives

HSC46d   Support children and young people to evaluate their experiences of the advocacy support and the systems they have encountered

Performance Criteria

You need to:

1. support the children and young people to evaluate their experiences of the advocacy and the systems to support this service

2. ensure that children and young people are aware of complaints procedures and how to use these

3. involve children and young people in identifying changes that need to be made to advocacy services, indicating how such changes could help other children and young people and urge decision-makers to make changes

4. work collaboratively with those within and outside your organisation who share similar concerns and objectives to promote children's and young people's rights and wishes

5. work with others to ensure that every child/young person can access advocacy services and participate effectively regardless of disability, age, gender, race, culture, religion, language, sexuality or nationality

6. support children and young people to raise their concerns and follow the complaints procedures of the organisations when they are not happy with the service

7. use evidence to record what has been done, how it was done and why, giving children and young people an opportunity to see, understand and challenge the records and ensuring that their views and wishes are documented and understood

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
    - o place children and young people's preferences and best interests at the centre of everything you do
    - o provide active support for the child/young person
    - o recognise the uniqueness of the child/young person and their circumstances
    - o empower children and young people to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
- methods and ways of working that:
- support equality and diversity by:
    - o promoting equality of opportunity and fair access to advocacy services
    - o challenging discrimination on the grounds of gender, ethnicity, sexuality, disability, size, age, class, appearance, religion and language
    - o ensuring that disabled children are supported to be as independent as possible and enabled to play a full and active part in every day life, and how advocacy can support this
    - o support the rights of children and young people to communicate in their preferred way, media and language
- are effective when dealing with, and challenging information, documents, systems, structures, procedures and practices that are discriminatory
- protect the rights and the interests of children and young people
- are ethical and adhere to any codes of practice relevant to your work
- how to manage ethical dilemmas and conflicts for children and young people

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when advocating for children and young people
- current local, UK legislation and organisational requirements, procedures and practices for:
    - o data protection
    - o making and dealing with complaints
    - o employment practices
    - o child protection
    - o the promotion and safeguarding of children and young people, including whistle blowing procedures
    - o parental rights and responsibilities
    - o working in integrated ways to promote children and young people's well-being
    - o the philosophy and scope of children's legislation
- standards of practice, and service standards and guidance about children and young people, advocates, families, carers, groups and communities
- frameworks and guidance for children and young people on:

- o assessment
- o education
- o health
- key government initiatives, standards and guidance to promote the use of independent representation and advocacy for children and young people
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for advocacy
- how to access and record information, decisions and judgements about children and young people, electronically and manually

Theory and practice

- how and where to access literature, information and support to inform your own and the practice of others when advocating for children and young people
- an up to date knowledge of:
  - o the literature related to best practice in advocacy for children and young people
  - o government reports, inquiries and research relevant to advocacy for children and young people
  - o government reports, inquiries and research into serious failures to protect children and young people, their parents, families and carers
- theories of:
  - o human growth and development related to children and young people, including factors and conditions that can benefit and/or inhibit development
  - o identity and self-esteem
  - o managing loss and change
  - o conflicts and dilemmas
  - o stress and how it can affect behaviour
  - o power relationships and how these can be used and abused
  - o engagement, stimulation and motivation related to the children and young people with whom you work
- inter-personal communication with children and young people, including those whose age or condition requires non-verbal inter-actions and communications
- supervision and management in child protection
- knowledge of health, social, emotional, financial and environmental factors that affect the well-being of children and young people
- knowledge of physical, social, emotional, financial and mental health conditions you are likely to have to deal with when advocating for children and young people
- methods of:
  - o working jointly with others in and outside your organisation and professionals when advocating for children and young people
  - o involving children and young people in assessing, planning, implementing, and reviewing their advocacy needs and preferences, in ways that are appropriate to the age of the child/young person and their level of development and understanding
  - o working with children and young people who have been abused, bullied, persecuted, who are at risk of harm or danger, of becoming involved in offending behaviour
- the different types of decision-making forums with which children and young people might be involved, how they operate and how to promote the child/ young person's understanding of the way decisions are made at the fora
- the different forms of advocacy and the contribution they can make in supporting children and young people to express their views
- factors to take account of and ways of working with children and young people when reviewing and evaluating the outcomes of advocacy with them
- factors involved in and which must be considered when negotiating and agreeing changes to advocacy
- factors that cause risks and those that ensure safe and effective care for children and young people

- types of support for disabled children, young people and parents
- the use of evidence based practice to:
  - o justify your actions and decisions
  - o record and report processes and outcomes of your work
  - o methods that are effective to enable you to work in age appropriate ways when advocating for children and young people
  - o the types of evidence that are valid in investigations and court, actions and statements that could contaminate the use of evidence
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers

HSC47 **Help parents and carers to acquire and use skills to protect and take care of children and young people**

Elements of Competence

HSC47a Identify with parents and carers, the skills they require to protect and take care of their children and young people

HSC47b Help parents and carers develop, use and evaluate their interactions, behaviour and parenting skills

HSC47c Observe and evaluate parents and carers interacting with children and young people

About this unit[1]
For this unit you need to help parents and carers to acquire and use skills to protect and take care of their children and young people.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Sources of information and advice could include that from: Social Services Departments; Health Authority; Welfare Rights organisations and agencies; Local Education Departments; voluntary organisations.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with children and young people, parents, families, carers and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. They can be found in the principles of care unit HSC44. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC44 in your practice and through your knowledge.

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[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite
[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abuse	Abuse is causing physical, emotional, financial and/or sexual harm, self harm, bullying or reckless behaviour to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises children and young people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Carers	Any person who cares for the physical, social and mental well-being of the children
Children and young people	Children and young people from birth to 18 years of age who require health and care services and where the children and young people are "looked after" or still eligible to receive children's/young people's services until they reach 21. If still in educational provision this age range can rise to 25. Where children and young people use advocates or interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard covers the children and young people and their advocate or interpreter
Danger	The possibility of harm and abuse happening
Families	The people who are biologically related to children and young people and those who through relationships have become an accepted part of their family
Harm	The effects of an individual being physically, emotionally, financially or sexually injured or abused
Others	Are other people within and outside your organisation who are necessary for you to fulfil your job role
Parents	The biological, adoptive and step parents of the children and young people
Rights	The rights that children and young people have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC47a   Identify with parents and carers, the skills they require to protect and take care of their children and young people

Performance Criteria

You need to:

1. treat **parents, families** and **carers** with respect and dignity, listening to and taking account of their experiences, expertise and abilities
2. provide **active support** to enable parents and carers to identify and communicate the skills, information and support that is available, any gap and how the gaps could be filled
3. actively support parents and carers to:
   - identify the parenting skills they already have
   - identify gaps in their parenting skills
   - identify any **risks** of **danger, harm and abuse** that may arise
   - negotiate and agree a plan to help them to develop the skills they need to care for and protect their children
4. work with parents and carers to agree the care and protection required by **children and young people**, identifying unacceptable levels of risk
5. support parents, carers and other relevant people to agree how disagreements, conflict and unacceptable risks will be managed
6. ensure that your behaviour towards the parents and carers is not judgemental and does not discriminate against them.

HSC47b   Help parents and carers develop, use and evaluate their interactions, behaviour and parenting skills

Performance Criteria

You need to:

1. support parents and carers to:
   - identify and reinforce interactions, behaviour and skills that positively protect and care for their children and young people
   - help them understand where and when their interactions, behaviour and skills are inappropriate for the protection and care of their children and young people
   - negotiate and agree a plan to address the areas where they are having difficulties protecting and caring for their children and young people
   - identify and acquire **information**, support and additional expertise to support their needs
   - identify what they have achieved, and plan how they can continue to develop their confidence and skills
2. support parents and carers to communicate how inappropriate interactions, behaviour and skills can create risks for children and young people
3. negotiate available resources, or find alternative ways of filling gaps, to support the parents and carers when interacting with their children and caring for and protecting them

HSC47c Observe and evaluate parents and carers interacting with children and young people

Performance Criteria

You need to:

1. observe the interactions of parents and carers with children during your work
2. reinforce success and make constructive suggestions to enable parents and carers to change their practices and behaviour where it poses a danger to children and young people
3. analyse your observations and evaluate when interactions are positive, adequate and may be causing unacceptable risks
4. check your observations with **others** involved
5. contribute to identifying risks and additional skills that need developing to enable parents and carers to interact effectively with their children and young people
6. work with parents and carers and others to identify, collate and analyse information on the parents and carers interactions, behaviour and skills towards children and young people
7. identify where there is consensus, where there are differences of opinion and conflict
8. work with parents, carers and others to resolve differences of opinion and conflict
9. keep up to date and accurate records and reports of your work with parents, carers and children and young people
10. respond appropriately and within appropriate timescales to requests for explanations and additional information within confidentiality agreements and legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
- knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
    o place children and young people's preferences and best interests at the centre of everything you do
    o provide active support for the child/young person
    o recognise the uniqueness of the child/young person and their circumstances
    o empower children and young people to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
- how to ensure that you and others for whom you are responsible protect the rights and the interests of children and young people taking account of any limitations on the child /young person's rights and those of parents, families and carers
- how to manage ethical dilemmas and conflicts with children and young people, their parents and carers

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when helping parents and carers acquire and use appropriate skills to protect and take care of children and young people
- current local, UK legislation and organisational requirements, procedures and practices for:
    - data protection
    - making and dealing with complaints
    - employment practices
    - the protection of children and young people and parents, families and carers from danger, harm and abuse
    - the promotion and safeguarding of children and young people, including whistle blowing procedures
- your responsibility for keeping yourself, children and young people and others safe
- promoting secure and permanent relationships for children and young people
- the rights and responsibilities of parents and carers
- multi-disciplinary and multi-agency working
- working in integrated ways with parents, carers and others to promote children and young people's well-being
- frameworks and guidance for children and young people on:
    - assessment
    - education
    - health
- key government initiatives to promote the well-being of children and young people, their parents and carers

Theory and practice

- how and where to access literature, information and support to inform your own practice when helping parents and carers acquire and use appropriate skills to protect and take care of children and young people
- an up to date knowledge of:
    - the literature related to best practice about the skills, abilities and knowledge parents and carers need to protect and take care of children and young people
    - government reports, inquiries and research relevant to parents and carers acquiring and using appropriate skills to protect and take care of children and young people
    - government reports, inquiries and research into serious failures to protect children and young people, their parents, families and carers
- theories of:
    - human growth and development related to children and young people, parents and carers, including factors and conditions that can benefit and/or inhibit development
    - parenting
    - identity and self-esteem
    - conflicts and dilemmas
    - stress and how it can affect behaviour
- power relationships and how these can be used and abused when helping parents and carers acquire and use appropriate skills to protect and take care of children and young people
- motivation
- inter-personal communication with children and young people, including those whose age or condition requires non-verbal interactions and communications
- supervision and management in child protection
- health, social, emotional, financial and environmental factors that affect the well-being of children and young people, families, parents and carers
- factors that cause risks and those that ensure safe and effective care for children and

young people, their parents and carers
- correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed, how to record and report incidents and disclosures
-
  methods of supporting parents and carers to:
    o express their wishes, needs and preferences
    o understand and take responsibility for promoting their own and the health and well-being of their children
    o identify how their needs should be met
    o assess and manage risks to their own and the health and well-being of their children and young people
    o promote effective communication and engagement of children and young people, their parents, and carers
- work jointly with others in and outside your organisation and with professionals to promote the well-being of children and young people
- role modelling to enable parents and carers to work more effectively with children and young people
- the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption
- use of observation techniques to identify and record:
    o positive aspects of child management displayed by parents
    o emotional, physical and behavioural development of children and young people
    o the significance of the bonding between parents and their children
    o the types of information likely to be needed by parents and how to communicate it effectively
- indicators of:
    o positive inter-actions with children and young people
    o management and parental self-confidence
    o stereotypical patterns of parenting and different approaches, opportunities, strategies for changing stereotypical parenting practices
    o methods of involving parents and carers in meetings about their children
    o types of support for disabled children, young people and parents
- the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
- the use of evidence, fact and knowledge based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
- the use of evidence based practice to:
    o justify your actions and decisions
    o record and report processes and outcomes of your work

LMC A1   **Manage and develop yourself and your workforce within care services**

Elements of Competence

LMC A1.1   **Manage and develop self in management and leadership roles**
LMC A1.2   **Manage and develop workers through supervision and performance reviews**
LMC A1.3   **Lead and manage continuous improvement in the provision**
LMC A1.4   **Enhance the quality and safety of your provision through workforce development**

About this unit

This unit is for leaders and managers of care services. It is about managing and developing yourself and your workers. It involves the need to supervise and conduct performance reviews/appraisals of workers and to lead and manage in ways that continuously improve the provision. Finally, it covers the enhancement of the provision through workforce development

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items
Continual change could include: change that is rapid and has an immediate impact on the provision; change that is expected and can be planned for; change to the needs and circumstances of people; change to the services within the provision; change to employment patterns and practices; change in workers
People include:
- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Performance reviews could include: appraisals, evaluation of people's performance in relation to workplans and targets; they can be formal and informal
Preferred communication methods and language including: people'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; pre-verbal utterances in infants and young children
Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity
Specialist supervision could include: supervision by peers; therapeutic supervision; clinical supervision
Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer term future.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards <u>and to refer back to this section</u> as required**.

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Delegate	The appropriate allocation of specific areas of work and responsibility to others where it is appropriate to the needs of the provision. It includes the allocation of work: from your own workload where you retain overall responsibility; to enable the development of individual workers and teams and where workers have specialist expertise and skills
Duty of care	A duty owned by one to another to take reasonable care not to cause physical, emotional or economic damage Duty of Care in Employment: both employer and employee have a common law duty of care to each other, to other employees and to those who may be affected by their activities. This includes exercising reasonable care in order to protect others from the risks of injury, death or health problems, or economic loss or harm
Evidence-based practice	Practice that is based on evidence drawn from people, workers, research, organisational and policy expertise
Feedback	Information given in response to an enquiry or request; it can be in a variety of communication formats
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Group learning	Formal and informal learning with others within or outside the provision, e.g. workers development programmes, training courses or special interest groups
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible that supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision

Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Performance reviews	Formal meetings where workers' performance is discussed, reviewed and appraised. They are carried out in accordance with legal, regulation, inspection, service and provision requirements. The purpose is to appraise how the worker has demonstrated competence in their job role and against agreed work objectives and to identify personal learning and development needs and career progression
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include: • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include: • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Positive supervision and review environment	A positive environment for supervision and review promotes effective communication, exchange of information and feedback that supports the supervision and review process. They will be welcoming, spacious, private, confidential and free of interruptions
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental

Rights	The rights of: • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language
Role model	When you demonstrate best practice through your own behaviour, attitudes, actions and practice. It allows workers, people and others to emulate your model
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Supervision	A process that involves a manager meeting regularly and interacting with worker(s) to review their work. It is carried out as required by legislation, regulation, guidance, standards, inspection requirements and requirements of the provision and the service. The purpose is to monitor tasks and workload, solve problems, support workers in dealing with complex situations and moral and ethical dilemmas and to promote staff development
Specialist supervision	Can include peer, therapeutic or clinical supervision
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC A1.1   Manage and develop self in management and leadership roles

Performance Criteria

You need to show that:

1. you critically evaluate and reflect on your:
   - **management** and **leadership** style and practices to identify strengths and areas for development
   - actions when things go wrong, review whether you could have acted differently and use the experience to inform how you should act in the future
2. you seek and include **feedback** from **people**, **workers** and **relevant others** when reviewing how effectively you manage your priorities, time, workload and workflow
3. you identify how your management of priorities, time, workload and workflow could be improved
4. you update your knowledge and practice to support the efficient, effective and safe management and leadership of your **provision**
5. you use your experiences with, and your observations of, other leaders and managers to improve your practice
6. you actively seek and access **supervision**, mentoring, peer **group learning**, support, advice and **resources** to develop your leadership and management practice
7. you use information communication technology effectively to enhance your own performance
8. you review how effectively you **delegate** work

LMC A1.2   Manage and develop workers through supervision and performance reviews

Performance Criteria

You need to show that:

1. you implement systems, procedures and practices for supervision and **performance reviews** in the context of legislation, regulation, inspection and **organisational requirements**, performance management, workforce development policies and **duty of care**
2. you develop, implement and review written agreements for supervision and performance reviews
3. you ensure workers are clear about their roles, responsibilities and accountabilities generally and specifically for achieving **positive outcomes**
4. you ensure records and agreed decisions and actions from supervision and performance reviews are accurate, completed within agreed timescales and communicated appropriately
5. you support workers to:
   - reflect on issues and processes raised in supervision and performance reviews
   - act on supervision and review outcomes
   - identify areas of learning and integrate them into their development plans
   - access specialist supervision, support, advice or consultation, where required
   - review and manage workloads effectively
   - review their performance to ensure compliance with standards and codes of practice
   - identify and overcome barriers to performance
   - understand the emotional impact of their work and seek specialist support, where required
   - give and receive constructive feedback on the supervisory relationship, supervision and the review of practice
6. you create a **positive supervision and review environment** where:
   - diversity and difference is valued

- confidentiality requirements are adhered to
- clear boundaries, accountabilities and expectations are set for workers

7. you audit and develop your knowledge and skills for supervising and reviewing the performance of your own and, where required, the performance of workers from other disciplines

LMC A1.3 Lead and manage continuous improvement in the provision

Performance Criteria

You need to show that:

1. you implement and review the effectiveness of systems, procedures, practices and resources for improving performance and ensuring the competence of workers in the context of continual change

2. you review current literature, theory, research, enquiries and reports appropriate to the provision and communicate relevant information to workers

3. you use appropriate methods and media to seek, acquire and implement the views of people

4. you work with people, workers and relevant others to:
   - collect information about performance, safe practice and the competence of workers
   - identify and recognise success for the provision and in the achievement of outcomes for people
   - identify changes and improvement that are required by individual workers, teams and the provision as a whole

5. you act as a **role model** to illustrate the need and benefits of using current research and **evidence-based practice** to improve performance

6. you ensure that workers' good practice is recognised and they understand how they have contributed to its achievement

7. you identify issues that can be addressed within the provision and those that require collaboration and agreement from other organisations

8. you provide positive solutions to ensure that the provision is sufficiently resourced to support workers' training, development and competence

9. you delegate specific tasks to support the development of workers

LMC A1.4 Enhance the quality and safety of your provision through workforce development

Performance Criteria

You need to show that:

1. you ensure that you prioritise, balance and allocate your time to enable you to, effectively:
   - work with people, workers and relevant others
   - run the provision

2. you plan, allocate, review and prioritise workloads and resources to meet present needs and plan for the future needs of the provision

3. you critically evaluate and take appropriate action in situations that might lead to conflicts, increased pressures or crises

4. you identify the skills and expertise of the current workforce, where these need to be developed, how gaps should be filled and resourced

5. you monitor and plan the development of the workforce to meet present and future needs for multi-disciplinary, integrated and collaborative working

6. you provide induction, training and development opportunities, including appropriate delegation, to:
   - support the safe and effective practice of workers
   - prepare them for new and changing roles and responsibilities
7. you listen and respond appropriately to workers who:
   - do not feel able or adequately prepared to carry out their work
   - have raised issues and highlighted tensions, dilemmas and concerns that need addressing or timely intervention to prevent escalation
8. you work with people, workers and relevant others to ensure that they:
   - are aware of, understand, can take appropriate action to challenge and can record and report on poor, unsafe and mal-practice
   - understand and can demonstrate anti-discriminatory practice
9. you observe, assess and review performance, challenge poor, unsafe and malpractice and ensure improvements in standards
10. you evaluate, record and report on the effectiveness of policies, procedures and practices to eliminate poor, unsafe and malpractice

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management 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 and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Values
• Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information in relation to managing and developing yourself and your workforce

• Knowledge and practice that underpin the holistic person-centred approach which enable you to manage and develop yourself and your workforce in ways that:
  o place the people's preferences at the centre of everything you do whilst considering their best interests
  o ensure people have access to information about themselves in a format that they can understand
  o provide opportunities for independent representation and advocacy
  o use a person's preferred communication methods and language
  o provide active support for people
• recognise the uniqueness of people and their circumstances
• empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able

• How to critically evaluate and take informed action against discrimination when managing and developing yourself and your workforce
• How to support people, workers and relevant others to recognise and take informed action against discrimination when managing and developing yourself and your workforce
Legislation and policy

• Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
  o your provision
  o your own roles, responsibilities and accountability
  o the roles, responsibilities and accountability of others in relation to managing and developing yourself and your workforce

• Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the management and development of yourself and your workforce including:
  o the need to achieve positive outcomes for people
  o the need to safeguard and protect people from all forms of danger, harm and abuse
  o employment practices for the provision and service
  o your provision's governance arrangements
  o data protection, recording and reporting
  o making and dealing with comments and complaints to improve services
  o whistle-blowing
  o partnership and other types of working
  o promoting your provision's services and facilities
  o supervision, practice and performance
  o supervision in multi-disciplinary and integrated services
  o performance reviews and appraisal

• Organisational requirements for recording and reporting, in relation to your own and the development, supervision and appraisal of your workers including: o how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)

	o how to ensure that records and reports do not contribute to labelling and stigmatisation
	o the security requirements for different records and reports
	o the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
•	types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
•	the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
•	how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports
•	How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for your own and the development of your workforce development and for supervision, appraisal and performance review
•	The legal, regulatory and service frameworks relating to the employer's duty of care
•	Systems, procedures and practices for managing workloads and their allocation
•	Impact of work pressures on the service, provision and individual and team performance
•	Factors that may lead managers and workers to take undue risks
•	The use of supervision to promote safe working practices and mutual support

Leadership and management theory and practice

•	How to critically evaluate and implement best practice using up-to-date knowledge of:
•	literature related to the personal, workforce and organisational development including continuous professional development, supervision, appraisal and performance review
•	leadership and management methods, principles and approaches relevant to your own development and the development of your workforce and the provision
•	government reports, inquiries and research relevant to your own development and the development of your workforce and the provision
•	evidence and knowledge-based theories and models of good practice for your own development and the development of your workforce and the provision
•	lessons learned for leadership and management of care services from successful interventions and serious failure of service and practice related to workforce development, the need for continuous professional development, supervision and appraisal
•	the experiences of people in relation to your own development and the development of your workforce and the provision
•	Performance management and quality requirements, procedures, criteria, methods and indicators relevant to your own development and the development of your workforce and the provision
•	Methods of managing and developing yourself, your workers and the provision for your provision, including:
	o how you consult with people, workers and relevant others
	o how you promote the participation and involvement of people
	o how you support, supervise and develop workers
	o the impact on the provision of organisational behaviour
	o group and individual processes
	o how power relationships can be used and abused
•	How to plan and manage resources and the implications for the development of yourself and your workers in terms of:
	o the delivery of services
	o the achievement of targets
	o the achievement of positive outcomes
•	Different types of change and their implications for the leadership and management of your provision and service
•	How psychological, socio-economic, cultural and environmental factors of those within the provision impact on your own and the development, supervision and appraisal of your workers
•	How and where technology should be used for your own development, the development,

	supervision and appraisal of your workers and the development of the provision
•	Theory, techniques and practice related to reflective practice
•	Different learning styles and how they can and do impact on your own and your workers' ability to learn
•	How to organise time and resources to maximise your efficiency and effectiveness as a manager of the provision and as part of the service
•	How and where to access information, resources and support for your learning and development
•	How best to collect and use qualitative and quantitative information to identify and evaluate your strengths and weaknesses as a leader and manager
•	Continuous professional development requirements for you as a manager, and for your workers

•	Theories and approaches for:
	   o individual, group and multi-disciplinary supervision
	   o developing and using supervision agreements
	   o mediation and negotiation
	   o assessing performance
	   o giving and receiving feedback
	   o developing reflective practice
	   o motivating workers
	   o managing and valuing diversity
	   o workload and time management
	   o contingency and crisis management

•	Approaches to supporting workforce development, continuing professional development and lifelong learning
•	Workforce planning, underpinned by an understanding of:
•	setting and meeting training targets
•	induction and continuous professional development
•	regulation, inspection, service and requirements for the provision
•	Ways to create a learning culture within your provision

LMCB8   **Lead and manage provision of care services that promotes positive behaviour**

Elements of Competence

LMC B8.1   **Implement and monitor behaviour policies, systems, procedures and practices**

LMC B8.2   **Promote positive behaviour**

LMC B8.3   **Support workers to promote positive behaviour**

About this unit

This unit is for leaders and managers of care services. It is about leading and managing provision that promotes behaviour to enable positive outcomes to be achieved

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals

Harm and abuse within this unit will cover: institutional; financial; discriminatory; neglect; physical, emotional and sexual abuse; bullying; self-harm; behaviour that is a risk to self or others

Information could include: any plans; care needs assessments; records and reports

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people'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; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards <u>and to refer back to this section</u> as required**.

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Behaviour	Behaviour describes a person's verbal, non-verbal, physical, emotional, cognitive and intellectual actions (or lack of them) and reactions
Culture	A shared set of ideas, beliefs, values and knowledge which underpins behaviour
Danger	The possibility of harm and abuse happening
Harm	The short, medium and long term affects of a person being physically, emotionally, sexually and/or financially hurt or abused
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include: • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include: • being healthy • staying safe

	- enjoying and achieving - making a positive contribution - achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	The rights of: - adults are those embodied in the United Nations Universal Declaration of Human Rights - children and young people are those embodied in the United Nations Convention on the Rights of the Child These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language
Risk	The likelihood of danger, harm and/or abuse
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC B8.1   Implement and monitor behaviour policies, systems, procedures and practices

Performance Criteria

You need to show that:

1. you review **behaviour** policies, procedures and practices to ensure that they comply with legislation, regulation, policy, inspection and **organisational requirements**

2. you work with **people, workers** and **relevant others** to set in place systems, procedures and practice that support positive behaviour and provide a clear framework for people, workers and relevant others to adhere to

3. you ensure that people are aware of how behaviour policies, systems, procedures and practices can contribute to minimising **risk** and promoting safety and well being

4. you work with people, workers and relevant others to produce a statement about positive behaviour that promotes respect for everyone

5. you ensure that people, workers and relevant others are aware of actions that may be taken when behaviour policies, systems, procedures and practices are not adhered to

6. you ensure that workers and relevant others working with the **provision**:
   - understand and can implement behaviour policies, systems, procedures and practices
   - understand their roles and responsibilities in promoting positive behaviour

7. you ensure that you, workers and relevant others:
   - understand how to implement policy, systems, procedures and practices to reduce incidents that create a risk of danger, harm and abuse
   - are able to deal with and record and report incidents where behaviour does not adhere to the provision's behaviour policy, systems, procedures and practices
   - are able to identify, record and report concerns about incidents that might lead to behaviour that does not adhere to the provision's behaviour policy, systems, procedures and practices

8. you ensure that systems are in place to enable people, workers and relevant others:
   - to suggest changes to improve behaviour policies, systems, procedures and practices
   - to be actively involved in reviewing monitoring and evaluating the effectiveness of policies, systems, procedures and practice for promoting positive behaviour

LMC B8.2   Promote positive behaviour

Performance Criteria

You need to show that:

1. you implement and review the effectiveness of the provision's behaviour policies and procedures in the context of legal, regulatory, inspection and organisational requirements

2. you work with people, workers and relevant others to identify and agree expectations about behaviour that are appropriate to the needs, histories, circumstances and conditions of people

3. you work creatively to support people to take as much control of their behaviour as possible

4. you ensure that people are aware of actions that may be taken if their behaviour creates a serious risk to themselves or others

5. you ensure that people, as far as they are able, understand:
   - the provision's expectations about their behaviour
   - what will happen if their behaviour creates a risk to themselves, other people, workers, relevant others or the environment
   - systems for redress where there is conflict of judgement about the behaviour, the way in which it was addressed or actions taken to deal with the behaviour

6. you ensure that individual behavioural assessments and plans are in place and implemented that take account of people's needs, their histories, circumstances and conditions

LMC B8.3   Support workers to promote positive behaviour

Performance Criteria

You need to show that:

1. you assess your abilities, those of your workers and the needs of the people within your provision to identify whether specialist expertise is required to:
   - develop your own and your worker's knowledge and competence in responding to the behaviour of people within the provision
   - work with people to support positive behaviour

2. support workers to use appropriate measures and techniques to promote the positive behaviour of people

3. you create a **culture** which enables workers to recognise the needs of each person in relation to the promotion of positive behaviour

4. you ensure that workers and relevant others are aware of behaviour policies, procedures and practice of the provision and are trained and competent to manage the behaviour of the people for whom they have responsibility

5. you ensure that workers are trained, competent and supported to deal with:
   - behaviour that is the result of people's conditions, their histories and circumstances
   - different forms of abuse they may experience including potential or actual violence

6. you ensure that you, workers and relevant others can identify and respond to:

7. signs and symptoms of risk to people's physical or mental health

8. signs and symptoms of a gradual or sudden deterioration in behaviour that indicates a risk of abuse, harm to the person or others
   - you ensure that workers' practice set and maintain safe, consistent and understandable boundaries for people in relation to positive behaviour
   - you ensure that systems, procedures and practices are set in place and used to:

9. identify and recognise success in promoting positive behaviour

10. critically review incidents and debrief staff to identify lessons that can be learned and action taken to reduce or avoid further incidents
11. ensure that any lessons learned are shared with other relevant workers and implemented
12. highlight where improvements are required
13. you regularly monitor, review, record and report on the provision's record of:
14. how successful actions and interventions have been
15. incidents have occurred
16. the use of restraint
17. in accordance with legal, regulatory, inspection and organisational requirements and with child/vulnerable adult protection procedures

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit.

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

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Values
• Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information in relation to leading and managing provision that promotes positive behaviour

• Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage the promotion of positive behaviour, in ways that:
  o place the people's preferences at the centre of everything you do whilst considering their best interests and managing risks
  o ensure people have access to information about themselves in a format that they can understand
  o provide opportunities for independent representation and advocacy
  o use a person's preferred communication methods and language
  o provide active support for people
• recognise the uniqueness of people and their circumstances
• empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able

• How to critically evaluate and take informed action against discrimination when leading and managing provision that promotes positive behaviour
• How to support people, workers and relevant others to recognise and take informed action against discrimination when leading and managing provision that promotes positive behaviour
• Theories and approaches to advocacy, empowerment and people's rights
• Legislation and policy

• Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
  o your provision
  o your own roles, responsibilities and accountability
  o the roles, responsibilities and accountability of others
• in relation to leading and managing provision that promotes positive behaviour

• Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the leadership and management of positive behaviour in your provision including:
  o the need to achieve positive outcomes for people
  o the need to safeguard and protect people from all forms of danger, harm and abuse
  o employment practices for the provision and service
  o your provision's governance arrangements
  o data protection, recording and reporting
  o making and dealing with comments and complaints to improve services
  o whistle-blowing
  o partnership and other types of working
  o promoting your provision's services and facilities

• Organisational requirements for recording and reporting on behaviour and behaviour policies and practices, including: o how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)

- - - how to ensure that records and reports do not contribute to labelling and stigmatisation
    - the security requirements for different records and reports
    - the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
  - types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
  - the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
  - how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

- How to implement, evaluate and influence the future development of management policies, systems, processes and procedures on the promotion of positive behaviour

- Leadership and management theory and practice

- How to critically evaluate and implement best practice using up-to-date knowledge of:
  - literature related to leadership and management of positive behaviour in relation to your provision
  - leadership and management methods, principles and approaches relevant to promoting positive behaviour in your provision
  - government reports, inquiries and research relevant to leadership and management of positive behaviour in your provision
  - evidence and knowledge-based theories and models of good practice in leadership and management of positive behaviour in your provision
  - lessons learned for leadership and management of positive behaviour from successful interventions and serious failure of service and practice in your provision
  - the experiences of people within your provision in relation to behaviour policies and practices and their effectiveness

- Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing positive behaviour in your provision

- Methods of managing and developing practice in relation to promoting positive behaviour within your provision, about:
  - how you consult with people, workers and relevant others
  - how you promote the participation and involvement of people
  - how you support, supervise and develop workers
  - the impact on the provision of organisational behaviour
  - group and individual processes
  - how power relationships can be used and abused

- How to plan and manage resources for the promotion of positive behaviour and the implications for:
  - the delivery of services
  - the achievement of targets
  - the achievement of positive outcomes

- Different types of change and their implications for the leadership and management of positive behaviour within your provision and service

- How psychological, socio-economic, cultural and environmental factors of those within the provision may influence behaviour

- How and where technology should be used for the promotion of positive behaviour within your provision

- The implications for management of people who have:
  - insecure attachments, trauma, distress
  - experienced loss and change
  - been abused, neglected, bullied, persecuted and experienced violence
  - experienced systematic and organised abuse

- The implications for management of promoting:
  - factors that contribute to, and prevent people from behaviour which is damaging to themselves or others

	o cultures and environments that promote and safeguard the well being of all within the provision
•	Developmental factors and the differing conditions of people within the provision and how these may affect their behaviour and the impact this has on your management of the provision, the people, your workers and relevant others
•	Theories, methods and approaches, which focus on: o the management and promotion of positive behaviour within your provision o effective communication and engagement with people o the development of an open and safe environment for all within the provision o risk and management for all within your provision o work with people who have been abused, neglected, bullied, persecuted, are at risk of significant harm and/or are at risk of becoming involved in offending behaviour o work with discrimination, deprivation, bullying, self-harm, violence, mental health issues and substance misuse
•	The impact that the provision's culture, workers' morale, and levels of violence and aggression have on the quality of care and on workers' performance
•	Behaviour and actions of yourself, workers, relevant others, families/carers and significant others that could trigger behaviour with people within the provision that may lead to the risk of danger, harm and abuse
•	Management responsibilities for: o the safety and protection of workers and others within your provision o training and development of workers for the promotion of positive behaviour and the protection of all within the provision o dealing with issues relating to protection and risk o dealing with behaviour that might lead to the risk of harm (including self-harm) and abuse of people, workers and relevant others
•	How to promote people's capacity to cope with change, problems and obstacles they may face in their lives

HSC410   **Advocate with, and on behalf of, individuals, families, carers, groups and communities**

Elements of Competence

HSC410a   Assess whether you should act as an advocate for the individual, family, carer, group and community
HSC410b   Assist individuals, families, carers, groups and communities to access independent advocacy
HSC410c   Advocate for, and with, individuals, families, carers, groups and communities

About this unit
For this unit you have to make decisions about whether you should act as an advocate for individuals, families, carers, groups and communities, access independent advocacy where this is more appropriate and act as an advocate yourself.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. For this unit you need to:

- work with situations of differing levels of complexity
- work with situations where a range of support needs have to be addressed
- work holistically with service users and carers
- work directly as an advocate and when individuals, families, carers, groups and communities are referred to an independent advocate
- transfer and apply knowledge, skills and values to new and unfamiliar contexts

This is Social Work standard 10.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Advocacy and acting as an advocate	Involves representing the views of individuals, families, carers, groups and communities. This can be carried out: by the individual, family, group or community advocating on their own behalf; by the worker working with them to advocate as a joint endeavour; by the worker advocating for the individual, family, group and community; and by using independent advocates who specialise in representing the views of individuals, families, carers, groups and communities. Within the criminal justice settings, advocacy refers to the integration of offenders into communities and accessing resources to assist in this process

HSC410a	Assess whether you should act as an advocate for the individual, family, carer, group and community

Performance Criteria

You need to show that you:

1. discuss, with individuals, families, carers, groups and communities, the issues the **advocacy** will address and the outcomes sought

2. assess and identify the most appropriate types of advocacy to meet the needs, situation and circumstances

3. discuss and clarify:
    - the individual, family, carer, group and community's rights to use you or access independent advocacy
    - legal and organisational policies and procedures that might affect your decision to act as an advocate
    - your ability, and that of others, to advocate on behalf of the individual, family, carer, group and community

4. assess:
    - the needs, situation and circumstances
    - past experiences that might affect your role as a potential advocate

HSC410b	Assist individuals, families, carers, groups and communities to access independent advocacy

Performance Criteria

You need to show that you:

1. support individuals, families, carers, groups and communities to identify, assess and access independent advocacy

2. contribute to a database of advocates with the expertise to represent individuals, families, carers, groups and communities

3. work with people requiring advocacy to:
    - use information to select the most appropriate advocate or advocacy service
    - clarify their own role in accessing independent advocacy

4. access and brief advocates with, and on behalf of those requiring independent advocacy

HSC410c   Advocate for, and with, individuals, families, carers, groups and communities

Performance Criteria

You need to show that you:

1. identify methods, gather sufficient information, and evaluate key points that will allow you to prepare a case for advocacy
2. prepare a case that represents the best interests of the individuals, families, carers, groups and communities
3. explain clearly, and in a way that can be understood, the procedures, practices and the likely outcomes from the advocacy
4. advocate with, and on behalf of, individuals, families, carers, groups and communities
5. communicate outcomes from the advocacy in a way that can be understood
6. record the processes and outcomes from the advocacy according to legal and organisational procedures and practices

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm
    - dignity and privacy of individuals, families, carers, groups and communities
    - recognise and facilitate each person's use of the language and form of communication of their choice
    - value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- theories about the impact of discrimination, and methods of working with diversity

Legislation and organisational policy and procedures

- country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to health and social care practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information
- social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
- international law and social policy, in broad terms, for the purpose of comparison
- organisational structures, policies and procedures for advocacy
- policies, procedures and legal requirements for the security and confidentiality of information

Theory and practice

- demographic and social trends
- theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
- understanding of why people use health and social care services
- psychological and sociological explanations of:
  - human growth and development and the factors that impact on it
  - mental health and well-being
  - social interactions and relationships
  - discrimination and oppression
  - human behaviour
  - knowledge of the range of local, and appropriate national, resources and services
  - theories about how systems work
- how to access and use information and communications technology (ICT) and other electronic systems that may help in the collection of information
- theories about the impact of authority and power in the worker's role
- theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- principles, theories and methods of advocacy
- principles, theories and methods of empowerment
- principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- approaches to presenting evidence and information in different formats and for different audiences
- lessons learned from both serious failure of service and practice, and from successful interventions
- approaches to evidence and knowledge based practice
- theories of organisations, group behaviour and organisational change
- theories and methods of promoting personal, social and emotional well-being

LMCB2   **Lead and manage provision of care services that promotes the well being of people**

Elements of Competence

LMC B2.1   **Lead and manage provision that involves people in decisions about the outcomes they wish to achieve**

LMC B2.2   **Lead and manage provision that promotes people's social, emotional, cultural, spiritual and intellectual well being**

LMC B2.3   **Lead and manage provision that promotes people's health**

About this unit

This unit is about leading and managing care services provision that promotes the well being of people. To complete this unit you need to lead and manage a care services provision that involves people in decisions about their outcomes, promotes their social, emotional, spiritual, intellectual, mental, physical well being and promotes people's development, life options and independence

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service you lead and manage, and a sound rationale for not providing evidence for the remaining items

Advocates could include: parents, carers, advocacy professionals, individuals nominated by person/child/young person to do so, individual appointed on behalf of the person/child/young person

Major life events of people could include: loss, change, bereavement, abuse, neglect and discrimination

People include:
* adults using care services, their families, carers, groups and communities
* children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people'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; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who could contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards <u>and to refer back to this section</u> as required**.

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Advocates	People who communicate the views, wishes and concerns of the adult/child/young person when they are unable to do so themselves
Citizenship	Having the knowledge and skills to exercise your rights and responsibilities as members of a specific country
Culture	A shared set of ideas, beliefs, values and knowledge which underpins behaviour
Emotional well being	Relates to a person's feeling, sense of self and worth, their self- esteem, their sense of identity and need to be emotionally stable.
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Intellectual well being	Intellectual well being covers a person's need to seek and acquire knowledge, practical skills and experiences on subjects they are interested in. For adults this includes: studying, reading, educational pursuits, intellectual endeavours and cognitive and scholarly activities. For children and young people it will include their need to be educated to the best of their ability so that they can achieve educationally, supported both at school and home and additionally where required, and the social and emotional aspects of learning
Lead	To be at the front of the work of the provision and, through respect, motivate and command the loyalty and following of others within the provision
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive, secure and healthy attachments and relationships	Attachments and relationships that can make a positive contribution to a child/young person's/adult's social, emotional, cultural, spiritual and intellectual development well being

Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include: • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include: • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	The rights of: • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied the United Nations Convention on the Rights of the Child These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language
Role model	When you demonstrate best practice through your own behaviour, attitudes, actions and practice. It allows workers, people and others to emulate your model
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Social well being	The ability of the child/person to interact with, and in, society in appropriate ways and to feel part of the culture and the community to which they belong. Prevention of isolation and loneliness is key to the social well being of people
Spiritual needs	Encompass hope, a quest for meaning and inner peace, a need to be valued and to receive assistance to cope with anxieties and fears
Spiritual well-being	State of wholeness, when every aspect of life is in balance and the person feels confident, creative, fulfilled and integrated, both inwardly and in relation to other people. It is a process of growth and development that gives to the individual meaning, purpose, direction and value in daily life
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC B2.1   Lead and manage provision that involves people in decisions about the outcomes they wish to achieve

Performance Criteria

You need to show that:

1. you create an environment which empowers **people** and their **advocates** to:
    *   make decisions about the outcomes they wish to achieve
    *   identify their own and the contribution of others towards the outcomes
    *   develop their capacity to cope with change, problems and obstacles they may face in their lives
2. you support **workers** to manage and access **resources** that meet the outcomes people wish to achieve
3. you review policies and audit practice to ensure each person:
    *   is consulted about, and contributes to identifying achievable and positive outcomes for themselves
    *   receives individual advice, guidance and support from workers and relevant others outside the provision to help them achieve the outcomes set
    *   receives appropriate resources from within and outside the provision to help them achieve the outcomes identified
    *   is involved in decisions about all aspects of their lives
4. you work with people, workers and relevant others to monitor, evaluate and recognise achievements
5. you ensure that workers are trained and competent to support people to:
    *   identify positive outcomes that are appropriate and achievable
    *   monitor and celebrate the achievement of the outcomes and any steps towards them
    *   cope with and overcome problems, obstacles and barriers
6. you ensure that records and reports on the agreement and achievement of outcomes for each person are accurate, up-to-date and regularly checked

LMC B2.2   Lead and manage provision that promotes people's social, emotional, cultural, spiritual and intellectual well being

Performance Criteria

You need to show that:

1. you ensure that **management** and practice within your provision supports people's **social, emotional,** cultural, **spiritual** and **intellectual well being** and complies with legislation, regulation, inspection and **organisational requirements**
2. you review policies and audit practice to ensure people are supported to achieve positive outcomes in relation to their social, emotional, cultural, spiritual and intellectual well being
3. you evaluate and take appropriate action where workers feel they require extra support to deal with complex needs and situations that arise when promoting people's social, emotional, cultural, spiritual and intellectual well being
4. you act as a **role model** and encourage workers to do the same when promoting people's social, emotional, cultural, spiritual and intellectual well being
5. you implement systems, practice and procedures to:
    *   promote positive outcomes for people's social, emotional, cultural, spiritual and intellectual well being
    *   enable people to develop and maintain their individual identity
6. you manage and support workers to develop skills and approaches to work with people to promote the development of **positive, secure and healthy attachments and relationships**

7. you manage and ensure workers are trained and competent to work with the impact of mental health issues on people
8. you support workers to deal with:
   - impact of major life events of people
   - behaviour that may be detrimental to self and others
   - behaviour that is illegal

LMC B2.3   Lead and manage provision that promotes people's health

Performance Criteria

You need to show that:

1. you review policies and audit practice to ensure people are supported to achieve positive outcomes in relation to their health
2. you implement systems, practice and procedures to promote positive outcomes for people's health
3. you ensure that workers are appropriately trained, skilled and spend sufficient time interacting with and observing people to identify signs and symptoms of:
   - deterioration and/or changes in people's physical health
   - deterioration in, or loss of, relationships that support their well being and a positive identity
   - mental health issues
   - adverse effects from medication
4. you ensure that:
   - regulation, inspection requirements, policies, plans and procedures for promoting healthy living and meeting the health needs of people are adhered to
   - workers carrying out health-related practices are trained and competent to do so
   - records regarding a person's health, their medication and health interventions are correct, up-to-date and regularly monitored
5. you listen to and take prompt and appropriate action when feedback regarding any issues about the physical and mental health of people are raised
6. you ensure that people are given opportunities to discuss health issues with appropriate individuals and to access external health resources
7. you ensure that appropriate professionals are called to assess the physical and mental health needs of people where concerns have been raised
8. you take appropriate action and deal with any conflicts that may arise when a person's health related issues are outside the competence of the provision and its workers

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit.

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

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Values
• Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information in relation to leading and managing provision that promotes the well being of people
• Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage provision that promotes the well being of people in ways that: o place the people's preferences at the centre of everything you do whilst considering their best interests   o ensure people have access to information about themselves in a format that they can understand   o provide opportunities for independent representation and advocacy   o use a person's preferred communication methods and language   o provide active support for people   o recognise the uniqueness of people and their circumstances   o empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
• How to critically evaluate and take informed action against discrimination when leading and managing provision that promotes the well being of people
• How to support people, workers and relevant others to recognise and take informed action against discrimination when leading and managing provision that promotes the well being of people
• Theories and approaches to advocacy, empowerment and people's rights
• Legislation and policy
• Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to: o your provision   o your own roles, responsibilities and accountability   o the roles, responsibilities and accountability of others   o in relation to leading and managing provision that promotes the well being of people
• Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the leadership and management of provision that promotes the well being of people including: o the need to achieve positive outcomes for people   o the need to safeguard and protect people from all forms of danger, harm and abuse   o employment practices for the provision and service   o your provision's governance arrangements   o data protection, recording and reporting   o making and dealing with comments and complaints to improve services   o whistle blowing   o partnership and other types of working   o promoting your provision's services and facilities
• Organisational requirements for recording and reporting when leading and managing

provision that promotes the well being of people, including: - how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)   - how to ensure that records and reports do not contribute to labelling and stigmatisation   - the security requirements for different records and reports   - the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales   - types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people   - the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion   - how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

- How to implement, evaluate and influence the future development of management policies, systems, processes and procedures within your provision to enable you to lead and manage provision that promotes the well being of people

- Leadership and management theory and practice

- How to critically evaluate and implement best practice using up-to-date knowledge of leadership and management to enable you to promote the well being of people, including
- literature related to leadership and management of provision that promotes the well being of people
- leadership and management methods, principles and approaches relevant to promoting the well being of people
- government reports, inquiries and research relevant to leadership and management that promotes the well being of people
- evidence and knowledge-based theories and models of good practice in leadership and management that promotes the well being of people
- lessons learned for leadership and management that promotes the well being of people from successful interventions and serious failure of service and practice
- the experiences of people within your provision about the effectiveness of policies, procedures and practice in promoting their well being

- Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing your provision's promotion of the well being of people

- Methods of managing and developing practice in care services within your provision that promotes people's well being, about:
  - how you consult with people, workers and relevant others
  - how you promote the participation and involvement of people
  - how you support, supervise and develop workers
  - the impact of organisational behaviour on the provision
  - group and individual processes
  - how power relationships can be used and abused

- How to plan and manage resources in relation to promoting the well being of people and the implications for:
  - the delivery of services
  - the achievement of targets
  - the achievement of positive outcomes

- Different types of change and their implications when leading and managing provision that promotes the well being of people

- How psychological, socio-economic, cultural and environmental factors of those within the provision impact on the well being of people

- How and where technology should be used within your provision to promote the well being of people

- Theories and knowledge-based practice about:
  - what promotes positive identity and relationships, physical, social, spiritual and emotional well being and self-esteem

• different types of relationships and how they contribute to the social and emotional well being of people within the provision
• The impact of discrimination, disadvantage and exclusion on the development of people
• How to ensure the safe and effective care and promotion of people's well being
• How to support staff to identify and deal with signs, symptoms and impact of mental health and substance misuse issues
• The impact that insecure attachments, trauma, distress, loss and change have upon the person's ability to cope with change, transitions and the rights and responsibilities of being a citizen
• The impact that abuse, neglect, bullying, persecution and violence have on development, relationships and life opportunities
• The impact that all forms of abuse, has on development
• The importance of stable relationships and the impact of disruption in people's lives and development
• The impact of social, economic, educational, health and environmental factors on people's well being, inclusion and life opportunities
• The influence of protective factors in promoting well being
• The effect that the people's religion, race, gender, culture, linguistic background, sexual orientation and disability has on the development of self and a positive identity
• The impact that the provision's location, physical structure, environment, relationship to the community, other services and agencies has on people's well being and achievements
• The impact that the provision's approach to health, learning, spiritual needs, leisure, independence and citizenship has on people's well being and achievements
• The impact of social policy and social attitudes on people's well being within your provision

• Theories, methods and approaches on:
      o effective communication and engagement with people and all other relevant agencies
      o effective approaches to the assessment of need and the planning, implementation and review of care plans
      o approaches to building on strengths as well as identifying difficulties

• How to promote people's capacity to cope with change, problems and obstacles they may face in their lives

LMCB3 **Manage provision of care services that deals effectively with transitions and significant life events**

Elements of Competence

LMC B3.1 **Implement systems, procedures and practice to support people through transitions and significant life events**

LMC B3.2 **Lead and manage provision that supports people to deal effectively with transitions and significant life events**

LMC B3.3 **Implement and review systems, procedures and practice for sharing information on transitions and significant life events**

About this unit

This unit is for leaders and managers of care services. It is about managing and maintaining care services provision that supports people to deal effectively with transitions and significant life events

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people'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; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Transitions could include: people moving into and out of your provision to another service, moving into independent living, births, deaths and marriages, employment, redundancy, retirement or for **children and young people** (in addition to the preceding transitions) they could include: transferring between years in the same school or college; transferring between schools, e.g. from primary to secondary; from school to college or university; transferring from one school to another; transitional experiences such as physical changes, e.g. the onset of puberty, moving into adulthood; emotional experiences such as bereavement

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Behaviour	Behaviour includes the ways people act and react to situations. It includes a person's verbal, non-verbal, physical, cognitive and intellectual actions (or lack of them) and reactions
Dilemmas	Issues where there is divided opinion or ethical concerns about a course of action
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include: • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include: • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and

	management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	The rights of: • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied the United Nations Convention on the Rights of the Child These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Significant life events	Important changes (as perceived by the individual) in a person's life. They can be positive or they can be negative. For people with some conditions they may be changes and disruption to their routines (e.g. with Autistic spectrum disorders); for others they may be the onset of a deteriorating condition (e.g. sensory loss, dementia); for others they may be a sudden change to their lives (e.g. stroke, accidents, loss and bereavement); and for others it may be a crisis or crises effecting them
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Transitions	Daily and intermittent changes in a person's life that may affect their well being, the way they behave and develop and their ability to continue to learn and cope with other changes. There are two major types of transitions: the first includes transitions within daily life, for example with adults moving from and to home/the provision to a day centre; and for children going from and to home/the provision to school. They also involve changing activities and routines within the day where there are differing expectations and requirements from the child, young person or adult The second is intermittent and involves a significant change for the person. These transitions can be divided into three categories. First, those that are common to most people, for example, when people move from one form of accommodation and living environment to another. Second, those that are shared by a significant number of peers, such as families separating. Third, those that are personal and may not be shared or understood by others For children and young people, the first will include transferring between years in the same school, or college or transferring from one school to another. It could also include transitional experiences such as physical changes, e.g. the onset of puberty. The second may be their parents divorcing. The third being in foster or residential care, having a parent or carer who abuses drugs or alcohol, or being a young carer
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC B3.1   Implement systems, procedures and practice to support people through transitions and significant life events

Performance Criteria

You need to show that:

1. you implement and review the effectiveness of systems, procedures and practice to support **people** through **transitions** and **significant life events** in the context of legislation, regulation, inspection and **organisational requirements**

2. you ensure administrative arrangements for any legal and financial requirements are in place to support people through transitions and significant life events

3. you ensure that staffing and skill levels are sufficient to identify and respond to the changing needs of people through transitions and significant life events

4. you provide all **workers** with learning opportunities to support them to respond sensitively and appropriately to the individual needs of people experiencing transitions and significant life events

5. you ensure that workers are able to request and access specialist **resources** when supporting people through transitions and significant life events

6. you ensure that the emotional impact and stress on people and workers when experiencing and supporting people through transitions and significant life events is monitored and addressed through supervision and support

7. you ensure that the physical environment and routines are adapted in response to temporary or longer-term requirements of people going through transitions and significant life events

LMC B3.2   Lead and manage provision that supports people to deal effectively with transitions and significant life events

Performance Criteria

You need to show that:

1. you ensure that people, workers and **relevant others** are aware of the emotional, physical and psychological impact of transitions and significant life events on people

2. you work with people, workers and relevant others to:
   - identify the impact different types of transitions and significant life events may have on **provision** and people
   - ensure appropriate and agreed interventions are set in place to support people through transitions and significant life events

3. you lead and manage provision that supports people's **rights** and encourages and empowers them to participate in discussions about their feelings, wishes and preferences in relation to transitions and significant life events

4. you ensure people and workers have access to advice and support to prepare people for and support them through transitions and significant life events

5. you ensure that you, together with people, workers and relevant others, are able to respond appropriately to the needs of people preparing for and going through transitions and significant life events

6. you ensure that workers have sufficient time to support people through transitions and significant life events

7. you ensure that you and workers are able to:

- communicate with and prepare people for transitions and life events
- observe, listen to and take note of the behaviour of people to identify any concerns about their physical or mental health
- identify aspects of your own or their behaviour that might have an adverse effect on the people undergoing transitions and life events
- seek advice from colleagues and specialists where this is required

8. you ensure that you and your workers use daily life transitions and other events and experiences to prepare people for future significant changes in their lives

9. you ensure that records and reports on the support of people through transitions and significant life events are accurate, up-to-date and regularly checked

LMC B3.3   Implement and review systems, procedures and practice for sharing information on transitions and significant life events

Performance Criteria

You need to show that:

1. you implement and review the effectiveness of systems, procedures and practice for sharing information and maintaining records on people who are going through transitions and significant life events in the context of legislation, regulation, inspection and organisational requirements

2. you ensure that workers are aware of information about transitions and significant life events, that:
   - is confidential and should not be shared
   - requires consent before it can be shared
   - should and can be shared with other individuals, organisations and agencies
   - will support people to adjust to new circumstances

3. you ensure that systems and procedures are in place to respond to any **dilemmas** that arise from transitions and significant life events

4. you ensure that support is available to people and workers to discuss issues, tensions and the impact of transitions and significant life events on them

5. you ensure that reporting and recording systems safeguard people, workers and other professionals

6. you ensure records and reports on people's transitions and significant life events:
   - are securely kept
   - are regularly updated
   - are accurate and evidenced based
   - are accessible only to those who have the right and need to see them
   - clearly differentiate between judgement, fact and opinion
   - are transferred to relevant partner organisations only with appropriate agreements and consents
   - comply with legal, regulatory, inspection and organisational requirements

7. you ensure that where people are moving from your provision that their records are promptly and securely passed on to the recipient organisation or individual

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit

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

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Values
• Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information in relation to managing provision that deals effectively with transitions and significant life events
• Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage provision that deals effectively with transitions and significant life events in ways that: o place the individual's preferences and best interests at the centre of everything you do   o provide active support for people   o ensure people have access to information about themselves in a format that they can understand   o provide opportunities for independent representation and advocacy   o use a person's preferred communication methods and language   o recognise the uniqueness of people and their circumstances   o empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
• How to critically evaluate and take informed action against discrimination when managing provision that deals effectively with transitions and significant life events
• How to support people, workers and relevant others to recognise and take informed action against discrimination when managing provision that deals effectively with transitions and significant life events
• Theories and approaches to advocacy, empowerment and people's rights
• Legislation and policy
• Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to: o your provision   o your own roles, responsibilities and accountability   o the roles, responsibilities and accountability of others   o in relation to managing provision that deals effectively with transitions and significant life events
• Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the leadership and management of provision that deals effectively with transitions and significant life events, including: o the need to achieve positive outcomes for people   o the need to safeguard and protect people from all forms of danger, harm and abuse   o employment practices for the provision and service   o your provision's governance arrangements   o data protection, recording and reporting   o making and dealing with comments and complaints to improve services   o whistle blowing

- o partnership and other types of working
- o promoting your provision's services and facilities

- Organisational requirements for recording and reporting on transitions and significant life events, including:
  - o how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
  - o how to ensure that records and reports do not contribute to labelling and stigmatisation
  - o the security requirements for different records and reports
  - o the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
  - o types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
  - o the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
  - o how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

- How to implement, evaluate and influence the future development of management policies, systems, processes and procedures in relation to dealing effectively with transitions and significant life events

- Leadership and management theory and practice

- How to critically evaluate and implement best practice using up-to-date knowledge of the effective management of transitions and significant life events, including:
  - o literature related to leadership and management of transitions and significant life events
  - o leadership and management methods, principles and approaches relevant to transitions and significant life events
  - o government reports, inquiries and research relevant to leadership and management of transitions and significant life events
  - o evidence and knowledge-based theories and models of good practice in leadership and management of transitions and significant life events
  - o lessons learned for leadership and management of transitions and significant life events from successful interventions and serious failure of service and practice
  - o the experiences of people within your provision of the management, procedures and practices of dealing with transitions and significant life events

- Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing your provision's management of transitions and significant life events

- Methods of managing and developing practice in care services in relation to transitions and significant life events, about:
  - o how you consult with people, workers and relevant others
  - o how you promote the participation and involvement of people
  - o how you support, supervise and develop workers
  - o the impact of organisational behaviour on the provision
  - o group and individual processes
  - o how power relationships can be used and abused

- How to plan and manage resources, and the implications for:
  - o the delivery of services
  - o the achievement of targets
  - o the achievement of positive outcomes

- Different types of change and their implications for the leadership and management of your provision and service

- How psychological, socio-economic, cultural and environmental factors of those within the

provision impact on how you manage workers to deal with transitions and life events

• How and where technology can and should be used within your provision when managing and dealing with transitions and significant life events

• How to manage the support for people when they are experiencing transitions and other life events:
  o at different points in their lives
  o that disrupt stable relationships and support networks
  o when there are negative social attitudes
  o when they have a history of insecure attachments
  o when people have experienced different forms of abuse, neglect, bullying, persecution and violence

• How to manage provision and support that promotes protective factors such as:
  o the promotion of a positive identity, well being and self-esteem
  o stable relationships and social network
  o access to specialist support and expertise
  o the development and maintenance of support through new networks
  o actively working to reduce discrimination, disadvantage and exclusion

• The contribution your provision can make to assisting people to make positive transitions through:
  o its approach to health, learning, spiritual needs, leisure, independence and citizenship
  o accessing support available through government initiatives
  o the provision's location, physical structure, environment, relationship to the community, other services and agencies

• Accurate and up-to-date knowledge of agencies who can provide support for people going through transitions and significant life events

• The importance of stability in the lives of people and how transitions and significant life events can impact on that stability

• The impact:
  o that the provision's location, physical structure, environment, relationship to the community, other services and agencies has on people
  o of social policy and social attitudes on people required to go through transitions
  o of change on people, their parents/carers and significant others

• Theory and research on family patterns and their potential impact on people going through transitions and significant life events, including the range and diversity of social, family and community structures and partnerships in the UK

• Theories, methods and approaches to:
  o effective communication and engagement with people, parents, families, carers and significant others
  o building on strengths as well as identifying difficulties
  o individual, family, group behaviour and group dynamics

• How to promote people's capacity to cope with change, problems and obstacles they may face in their lives

HSC413   **Manage requests for health, social or other care services**

Elements of Competence

HSC413a   Promote the health, social or other care services offered by your organisation
HSC413b   Evaluate your organisation's ability and willingness to provide health, social or other care services for individuals
HSC413c   Process successful requests for health, social or other care services

About this unit[1]
For this unit you will be responsible for managing requests for health, social and other care services and deciding how these services will be delivered by your organisation.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.
Resources could refer to: your own skills and time; time and skills of other workers; services or support available in or outside of your own organisation; support from within the individual's own network or finances; goods and services
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.
Services and facilities could include: services provided to an individual's home (e.g. meals on wheels, services to meet the individuals personal care needs; therapeutic services); services provided to enable individuals to meet their social care needs (e.g. transport); amenities outside the individual's place of residence (e.g. day care provision; support groups).

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service

standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Resources	The human, physical and financial resources available to meet the health, social or care needs of individuals
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Services and facilities	Support for individuals that is provided by your own and other organisations

HSC413a   Promote the health, social or other care services offered by your organisation

Performance Criteria

You need to:

1. ensure that you have sufficient and appropriate information to enable people to understand and make decisions about the appropriateness of the health, social or other care services your organisation offers for **individuals**

2. ensure that any information you provide:
    - meets legal, organisational and any service requirements
    - is in an appropriate format, language and media that **individuals** and **key people** can understand
    - is updated regularly and is in places that are regularly accessed by individuals and key people

3. maintain contact and keep people from other organisations who might wish to purchase your services up to date with the services your organisation can offer

4. arrange appointments and visits for people who wish to examine and decide about the appropriateness of the services your organisation provides

5. provide **active support** to enable individuals and key people to identify and communicate the specific health, social or other care services they may require and understand if, and how your organisation could meet those requirements

6. make and take opportunities to promote the quality of the service your organisation provides with individuals, key people and people from other organisations and services

HSC413b   Evaluate your organisation's ability and willingness to provide health, social or other care services for individuals

Performance Criteria

You need to:

1. receive and evaluate requests for health, social or other care services to establish whether your organisation is able to provide the services requested

2. immediately inform those requesting the services if your organisation is unable to provide the services requested and provide information about other possible services

3. where the initial information is insufficient, request further specific information about the services required to enable you to evaluate your organisation's ability and willingness to provide the services requested

4. clarify the urgency of requests and schedule evaluations according to needs and any risks that might be caused by delays

5. ensure that you have appropriate staff and **resources** to meet the needs of individuals for which you agree to provide health, care or other services

6. support individuals, key people and **others** to understand:
    - the processes involved in evaluating whether your organisation can and is willing to meet individuals' health, social or other care needs
    - your role and the role of others in evaluating whether your organisation can and is willing to meet individuals' health, social or other care needs
    - how and when the outcomes of the evaluation will be communicated to individuals, key people and others from outside your organisation
    - any options or alternative services that are available to individuals

7. deal with information according to confidentiality agreements

8. record and report clearly, accurately and concisely on the details of evaluation and its outcomes and the rationale for your decisions and actions:
    - within confidentiality agreements
    - according to legal and organisational requirements
    - in ways and at a level that can be understood by all who need and have a right to access the records and reports
9. confirm and agree the outcomes of the evaluation with appropriate people and according to legal and organisational requirements

HSC413c   Process successful requests for health, social or other care services

Performance Criteria

You need to:

1. inform individuals, key people and others that your organisation is able to provide the health, social or other care services they require
2. identify with individuals, key people and others the preferred options for the delivery of health, social or other care services
3. provide **active support** to enable individuals, key people and others, to agree:
    - how the delivery of the services will be resourced
    - how and by whom the services will be delivered and evaluated
    - how they can provide feedback on the quality of services in meeting the needs and preferences of individuals
    - the timescales for delivery of services
    - any specialist input and support that will be required to deliver the services required by individuals
    - how risks will be managed
    - how problems will be handled
    - how the package will be monitored, evaluated and quality assured
4. support individuals and key people to understand your role and the roles of others in delivering and evaluating the health, social or other care services for individuals
5. identify, and where possible, resolve issues that might lead to conflict
6. ensure that you, individuals, key people and others from within and outside your organisation have correctly completed necessary paperwork
7. ensure that all who are required to, have accessible and understandable copies of documents to support the delivery of the health, social or other care services

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when promoting your organisation and managing requests for health, social and other care services
- knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
  - place the individual's preferences and best interests at the centre of everything you do
  - provide active support for individuals
  - recognise the uniqueness of individuals and their circumstances
  - empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks when promoting your organisation and managing requests for health, social or other care services
- how to evaluate and manage requests for services fairly and ethically
- how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when promoting your organisation and managing requests for care services
- how to challenge, and to support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory when promoting your organisation and managing requests for services

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your setting and the roles, responsibilities, accountability and duties of others when promoting your organisation and managing requests for health, social or other care services
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection
  - health and safety
  - risk assessment and management
  - employment practices
  - protecting individuals from danger, harm and abuse
  - making and dealing with complaints and whistle blowing
  - multi-disciplinary and multi-agency working
  - working in integrated ways to promote individuals' well-being
  - promoting your organisation's services and facilities
- managing and processing requests for health, social or other care services, and the parameters for accepting or rejecting requests for your organisation
- key government initiatives which affect the management of requests for health, social or other care services
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for managing requests for health, social or other care services
- how to access and record information, decisions and judgements when managing requests for services, electronically and manually
- how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when managing requests for services

- the resources available within and outside your organisation to provide health, social or other care services that are flexible and person-centred
- policies, procedures, guidance and protocols with the other organisations and professions with whom you work

Theory and practice

- how and where to access literature, information and support to inform your practice for promoting your organisation and managing requests for services
- an up to date knowledge of literature related to best practice in promoting your organisation and evaluating, managing and processing requests for services
- an up to date knowledge of government reports, inquiries and research relevant to managing and processing requests for services
- theories about:
  - power and influence that can be used and abused when managing and processing requests for health and care services
  - multi-disciplinary and multi-organisational working
  - organisational methods, systems and structures
- knowledge of the physical and mental health conditions you are likely to have to work with and make judgements about when managing and processing requests for services
- type of information required to promote your organisation and the services and facilities it offers and how to evaluate the effectiveness of the information
- methods of promoting your organisation and the services and facilities it offers
- ways of working with people who may purchase the health, social or other care services of your organisation
- why it is important to inform people and organisations immediately their request has been rejected
- factors that you need to take account of when accepting and rejecting people's requests for services
- methods of working with, and resolving conflicts and ethical dilemmas that you are likely to meet when accepting and rejecting people for health, social or other care services that your organisation can offer
- how and where information communication technologies can and should be used when managing and processing requests for services
- the factors to take account of when evaluating whether your organisation has the resources (human, physical and financial) to provide the services and facilities requested
- methods of supporting individuals and key people to express their wishes, needs and preferences about the delivery of services and facilities
- methods of supporting staff to work with individuals, key people and others to deliver and evaluate the agreed services and facilities
- the stages, procedures, paperwork and people involved in processing requests for health, social or other care services, for requests that have been rejected and those that have been accepted
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence

HSC414   **Assess individual needs and preferences**

Elements of Competence

HSC414a   Work with individuals to assess their needs and preferences
HSC414b   Support staff, individuals and key people to identify changes in the health, social or other care needs of individuals
HSC414c   Revise assessments to meet changing needs and preferences

About this unit[1]
For this unit, you will be expected to work with individuals and key people to assess the individuals' needs and preferences, monitor changes and evaluate the implications of changes on the individuals' support needs.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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; other professionals, eg interpreters, translators, signers etc; specialist equipment to aid the individuals' communication abilities.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Agreed	The final form of any plan/assessment specifying if and where the services offered were not the first preference of the individual and identifying areas of concern, and conflicts of opinion/judgements
Care or support needs assessment	A comprehensive assessment of the individual's care or support needs. It will involve and take account of the preferences of individuals and key people and support being provided by key people and other services. It will cover: the individuals' physical and mental support needs; medication requirements; personal safety of individuals and key people; how any risks will be managed; any specialist needs, including preferred method of communication and language and the social interests, religious and cultural needs of individuals
Evidence based	Practice that is based on evidence, this may be research based evidence and/or knowledge based evidence
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC414a   Work with individuals to assess their needs and preferences

Performance Criteria

You need to:

1.   access and review relevant information, records and assessments about the needs and preferences of **individuals**

2.   identify and access any **extra support** needed to enable individuals to be fully involved in, and to communicate their needs and preferences

3.   access and provide information for individuals and **key people** in a format and language that enables them to:
     - assess their needs
     - make informed decisions about preferences for their care and support
     - use the appropriate procedures to challenge any aspect of the **care or support needs assessment**

4.   identify and agree with individuals, key people and **others** within and outside your organisation, the services you and your organisation can deliver

5.   identify the issues that need to be included in the assessment, ensuring that it provides for the **active support** of individuals and covers their short, medium and long term needs

6.   collaborate with individuals, key people and others to carry out and agree a comprehensive, individualised assessment

7.   highlight any areas of conflict, and agree, where possible, ways to resolve these

8.   use evidence based reporting and recording to document:
     - your actions and decisions
     - how the outcomes from the assessments were received and understood
     - how conflicts and issues were resolved and/or whether they still remain unresolved
     - the agreed outcomes from the individuals' care needs assessment for the individual
     - in ways, and at a level that can be understood by all who need and have a right to access the records and reports, within confidentiality agreements and according to legal and organisational requirements

HSC414b   Support staff, individuals and key people to identify changes in the health, social or other care needs of individuals

Performance Criteria

You need to:

1.   establish procedures and systems to enable staff, individuals and key people to report changes to care needs, circumstances and preferences of individuals

2.   ensure that staff are provided, in writing, with relevant care or support needs assessment information to support their work activities

3.   ensure that individuals and key people are provided with care or support needs assessment information in format and language they can understand

4.   support individuals and key people to understand the assessment and the implications of this for the services your organisation will be providing

5.   ensure that staff, individuals and key people are aware of and understand how to provide feedback on any changes to the care or support needs and preferences of individuals

6.   support staff, individuals and key people to identify, monitor, communicate and report any changes in the individuals' care or support needs

7. evaluate the implications and take appropriate action to deal with information about changes to individuals' care or support needs

HSC414c Revise assessments to meet changing needs and preferences

Performance Criteria

You need to:

1. collate and evaluate all the information received about changes in individuals' care or support needs, circumstances and preferences

2. discuss any changes to the assessment with relevant staff within and outside your organisation, within confidentiality agreements and according to legal and organisational requirements

3. support individuals and key people to identify and communicate aspects of the original assessment that should remain the same and those that should be changed

4. identify and agree with individuals, key people and staff within and outside your organisation how the care or support needs assessment should be revised

5. where necessary, ensure you carry out a re-assessment of the individual's needs and preferences

6. revise and/or develop a new care or support needs assessment to meet the changing needs, circumstances and preferences of individuals and key people

7. use evidence based reporting and recording to document:
   - the revised or re-assessed care needs that are the rationale for the changes
   - how the revised/re-assessed needs were received and understood
   - how conflicts and issues were resolved and/or whether they still remain unresolved
   - in ways and at a level that can be understood by all who need and have a right to access the records and reports, within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when assessing individual needs and preferences
- knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
  - place the individuals' preferences and best interests at the centre of everything you do
  - provide active support for the individuals
  - recognise the uniqueness of individuals and their circumstances
  - empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
  - when assessing individual needs and preferences
- how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when assessing individuals' needs and preferences
- how to challenge, and to support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory when assessing individual needs and preferences
- the ways that health, social or other care values may differ from those of the individuals and key people you are working with
- how to form relationships that promote the individuals' rights, choices and well-being

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when assessing individual needs and preferences
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection
  - health and safety
  - risk assessment and management
  - employment practices
  - protecting individuals from danger, harm and abuse
  - making and dealing with complaints and whistle blowing
  - multi-disciplinary and multi-agency working
  - working in integrated ways to promote the individual's well-being
  - care needs assessment and review
  - key government initiatives which affect the assessment of individual needs and circumstances
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for assessing individual needs and preferences
- how to access and record information, decisions and judgements when assessing individual needs and preferences, electronically and manually
- how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when assessing individual needs and preferences

- the resources available within and outside your organisation to provide health and care services that are flexible and person-centred
- policies, procedures, guidance and protocols with the other organisations and professions with whom you work

Theory and practice

- how and where to access literature, information and support to inform your practice when assessing and reviewing individual needs and preferences
- an up to date knowledge of:
  - o literature related to best practice in care needs assessment and review
  - o government reports, inquiries and research relevant to care needs assessment and review
  - o government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people
- theories of:
  - o facilitating empowerment and participation of individuals and key people in care or support needs assessment and review
  - o the role of family and social support networks in meeting individuals' needs
  - o how social and economic circumstances may impact on individuals' social care, well-being and life chances
  - o human resource management in relation to assessment and review
  - o human growth and development
  - o managing loss and change
  - o how stress can affect behaviour
  - o how power and influence can be used and abused when carrying out care or support needs assessments
  - o multi-disciplinary and multi-organisational working
- knowledge of the physical, emotional and health conditions of the individuals for whom you are carrying out the assessment and how to use this information to make informed decisions for care or support needs assessment and reviews
- how to analyse, balance and interpret:
  - o individual needs and preferences
  - o views of key people
  - o evidence, knowledge and practice based information
  - o knowledge of individuals' conditions to enable you to assess individuals' needs and preferences, fairly and ethically methods of supporting individuals and key people to:
  - o express their wishes, needs and preferences
  - o understand and take responsibility for promoting their own health and well-being
  - o identify how their care needs should be met
  - o assess and manage risks to their health and well-being
- methods of:
  - o assessment and review
  - o observing and assessing individual needs, circumstances and preferences
  - o identifying, agreeing and monitoring outcomes
  - o communicating in ways that facilitate the empowerment and participation of individuals
  - o providing accurate and accessible feedback on assessments
  - o identifying, managing and working with risk
- the use of evidence, fact and knowledge based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence

HSC415 **Produce, evaluate and amend service delivery plans to meet individual needs and preferences**

Elements of Competence

HSC415a   Develop service delivery plans

HSC415b   Monitor service delivery plans

HSC415c   Evaluate and make adjustments to service delivery plans

About this unit[1]
For this unit, you will be expected to develop, agree, monitor and evaluate service delivery plans for individuals accessing health, social or other care services.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.
Risks to the individuals in relation to their daily living and to risks associated with individuals who are likely to be aggressive, abusive and self-harming.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately systems and processes within your own and across other organisations, and the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Agreed	The final form of the plan specifying if and where the services offered were not the first preference of the individual and identifying areas of concern, and conflicts of opinion/ judgements
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Information	Information will include any plans, care or support needs assessments, records and reports relevant to the individual needs and preferences
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

Rights — The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

Risks — The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC415a   Develop service delivery plans

Performance Criteria

You need to:

1. review relevant documents and other **information** to identify the assessed needs of **individuals**, including any specialist needs and communication requirements

2. support individuals and **key people** to identify the individual's needs and preferences about the way the health, social or other care services should be provided, taking account of the individual's chosen life style

3. support individuals and key people to identify any implications and **risks** involved in responding to their preferences and provide **active support** to enable them to maximise their potential and maintain their independence

4. work with individuals and key people to develop an **agreed** service delivery plan that:
   - identifies the areas of health, social or other care that will be provided by the individuals family, friends and personal networks
   - identifies areas of health, social or other care that will be provided by you and people within and outside your organisation
   - details actions to be taken by people within and outside your organisation to meet assessed needs and preferences of, and outcomes for, individuals
   - identifies areas of flexibility and active support to enable individuals to maximise their potential and maintain their independence
   - establishes individualised procedures for individuals about managing risks
   - identifies procedures and practices for monitoring and reviewing the plan with individuals and key people

5. produce service delivery plans in a format and language:
   - appropriate to the complexity of the service to be provided
   - that is understandable and useable by all who are required to access and use them

6. check the detail of the plan with individuals and key people, recording and making necessary changes to meet agreed needs, preferences and outcomes

7. acquire necessary signatures when the final plan has been agreed

8. ensure that the plan is held by individuals unless there are clear and recorded reasons not to do so

HSC415b   Monitor service delivery plans

Performance Criteria

You need to:

1. establish procedures and practices to enable individuals, key people and **others** providing services to monitor and provide feedback on changes to individuals' needs, preferences and outcomes

2. ensure that individuals and key people who can and should provide feedback on changes to the individual needs, preferences and outcomes are aware of and able to use feedback procedures and practices effectively

3. collate and evaluate feedback from all sources

4. seek other information and advice on the implications of any changes to service delivery plans for the individuals

5. support individuals and key people to identify and agree changes that need to be made to service delivery plans to meet the individual's changing needs, preference and outcomes

6. record and report on changes and proposed changes to relevant individuals and organisations within confidentiality agreements and according to legal and organisational requirements

HSC415c   Evaluate and make adjustments to service delivery plans

Performance Criteria

You need to:

1. identify legal and organisational requirements for the review of the service delivery plans
2. support individuals and key people to understand and be able to use the processes and procedures set in place to review and amend service delivery plans
3. ensure that those within and outside your organisation are aware of their roles and responsibilities in reviewing individual service delivery plans
4. support individuals, key people and those within and outside your organisation to identify:
   - the strengths of service delivery plans in meeting the individual's needs and preferences
   - parts of the service delivery plan that could be strengthened
   - changes that need to be made
5. collate and evaluate all relevant information to identify amendments needed to service delivery plans
6. identify and agree changes to service delivery plans with individuals, key people and relevant people within and outside your organisation
7. check the detail of the revised plan with individuals and key people and relevant people within and outside your organisation
8. acquire necessary signatures when the revised plan has been agreed and provide a copy to the appropriate individuals, key people and others
9. support individuals and key people to understand:
   - when changes to the service delivery plan will be made
   - how they will affect the health, social or other care services they receive

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing, monitoring and reviewing service delivery plans
- knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
  - place the individuals' preferences and best interests at the centre of everything you do
  - provide active support for the individuals
  - recognise the uniqueness of individuals and their circumstances
  - empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
  - when developing, monitoring and reviewing service delivery plans
- how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when developing, monitoring and reviewing service delivery plans
- how to challenge, and to support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory
- the ways that health, social and other care values may differ from those of the individuals and key people you are working with

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when developing, monitoring and reviewing service delivery plans
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection
  - health and safety
  - risk assessment and management
  - employment practices
  - protecting individuals from danger, harm and abuse
  - your responsibility for keeping yourself, individuals and others safe
  - making and dealing with complaints and whistle blowing
  - multi-disciplinary and multi-agency working
  - working in integrated ways to promote the individual's well-being
  - developing, monitoring and reviewing service delivery plans
- key government initiatives which affect the development and review of service delivery plans to meet individual needs, preferences and circumstances
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for developing, monitoring and reviewing service delivery plans
- how to access and record information, decisions and judgements for service delivery plans
- how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when developing, monitoring and reviewing service delivery plans
- the resources available within and outside your organisation to develop service delivery

plans that are flexible and person-centred

Theory and practice

- how and where to access literature, information and support to inform your practice when developing, monitoring and reviewing service delivery plans
- an up to date knowledge of:
  - o literature related to best practice in the development, monitoring and review of service delivery plans
  - o government reports, inquiries and research relevant to the development, monitoring and review of service delivery plans
  - o government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people
- theories of:
  - o facilitating empowerment and participation of individuals and key people in the development, monitoring and reviewing of service delivery plans
  - o the role of family and social support networks in meeting individuals' needs
  - o how social and economic circumstances may impact on individuals' social care, well-being and life chances
  - o human resource management in relation to the development, monitoring and reviewing of service delivery plans
  - o human growth and development
  - o managing loss and change
  - o how stress can affect behaviour
  - o how power and influence can be used and abused when developing, monitoring and reviewing service delivery plans
  - o multi-disciplinary and multi-organisational working
- knowledge of the physical, emotional and health conditions of the individuals for whom you are developing, monitoring and reviewing service delivery plans and how to use this information to make informed decisions for the content of the service delivery plans
- the factors to take account of when evaluating whether your organisation has the resources (human, physical and financial) to provide the services and facilities
- how to analyse, interpret and balance:
  - o individual needs and preferences
  - o views of key people
  - o evidence, knowledge and practice based information
  - o knowledge of individuals' conditions
  - o resources and capacity within your organisation
- to enable you to assess individuals' needs and preferences, fairly and ethically
- methods of supporting individuals and key people to:
  - o express their wishes, needs and preferences about the delivery of services and facilities
  - o understand and take responsibility for promoting their own health and well-being
  - o identify how their care or support needs should be met
  - o assess and manage risks to their health and well-being
  - o methods of supporting staff to work with individuals, key people and others to implement and evaluate service delivery plans
- the stages, procedures, paperwork and people involved in developing, monitoring and reviewing service delivery plans
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence
- how to work with individuals, key people and others within and outside your organisation to develop, monitor and review service delivery plans to meet the needs, preferences and outcomes of individuals

HSC416 **Develop, implement and review care or support plans with individuals**

Elements of Competence

HSC416a Develop care or support plans to meet individual needs and preferences
HSC416b Implement care or support plans
HSC416c Review and revise care or support plans to meet changing needs, preferences and circumstances

About this unit[1]
For this unit you will be expected, with the support of other staff, to liaise with individuals and key people to develop, implement and review care or support plans.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Information: any plans, care needs assessments, records and reports relevant to the individual needs and preferences.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Agreed	The final form of the plan specifying if and where the services offered were not the first preference of the individual and identifying areas of concern, and conflicts of opinions/ judgements
Care or support plans	A plan of care or support plan is developed with the individual, key people and others. It addresses the holistic needs of the individual, it contains information on all aspects of an individual's care and support. The care plan must be adhered to within any health or social care setting.
Evidence based	Practice that is based on evidence. This may be research based evidence and/or knowledge based evidence
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Information	Information will include any plans, care or support needs assessments, records and reports relevant to the individual needs and preferences
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to: - be respected - be treated equally and not be discriminated against - be treated as an individual - be treated in a dignified way - privacy - be protected from danger and harm - be supported and cared for in a way they choose - access information about themselves - communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC416a   Develop care or support plans to meet individual needs and preferences

Performance Criteria

You need to:

1. identify and agree the roles and responsibilities of all concerned with the development of **care or support plans**

2. access and review:
   - **information** about individuals' needs and preferences and any specific requirements they may have
   - literature and knowledge based research relevant to individuals' needs and preferences

3. work with people within and outside your organisation to ensure the development of the best possible care plans for individuals

4. work with and support **individuals** and **key people** to actively contribute at every point in the development of the plan

5. identify and agree the content of plans, ensuring that:
   - **individual needs and preferences are placed at the centre of planning activities**
   - **the plans reflect and promote active support for individuals**
   - **individuals and key people are protected from danger, harm and abuse**
   - **risks are managed proactively**

6. listen to individuals and key people and develop care plans:
   - **according to legal and organisational requirements**
   - **in a format and language that is understandable and useable by all who need and are required to access and use them**

7. check the details and make sure that individuals and key people understand and agree the contents of the plan

8. provide **evidenced based** records and reports, that detail:
   - actions and decisions about the content of the plan
   - aspects of the plan where there was any disagreement and how this was resolved

9. complete, and support individuals to complete, any necessary paperwork when the final plan has been **agreed**

10. ensure that the plan is stored and able to be accessed within confidentiality agreements and according to legal, organisational and any service requirements

HSC416b   Implement care or support plans

Performance Criteria

You need to:

1. support individuals and key people to understand:
   - the arrangements for the implementation of their care or support plan
   - their roles and responsibilities in implementing the plan
   - any areas where their preferences have not been able to be met and why
   - how any emerging problems and crises will be addressed
   - how they can compliment, challenge and complain about the plan and its implementation

2. identify and agree the roles and responsibilities of all concerned with the implementation of individuals' care or support plans

3. carry out your own role and responsibilities in implementing care or support plans, in ways that illustrate best practice to all with whom you work

4. support staff involved in the implementation of care or support plans to:
    - work effectively, holistically, inclusively and provide active support for individuals and key people when implementing care plans activities
    - understand their role and responsibilities in carrying out specific activities
    - understand and use the best methods to implement the care or support plan activities to meet individual needs and preferences
    - record and report any discomfort and change in individuals when working with individuals and implementing care or support plan activities
5. support individuals and key people to identify their views and preferences and provide feedback on the implementation of the plan
6. work with all involved to identify and report any changes arising from the impact of the care or support plan on the health and social well-being of the individual
7. address any difficulties arising from changes in resources and to the needs, circumstances and preferences of individuals

HSC/A416c Review and revise care or support plans to meet changing needs, preferences and circumstances

Performance Criteria

You need to:

1. identify and agree the roles, responsibilities and criteria for judging the quality and effectiveness of care or support plans with all involved
2. work with individuals, key people and **others** within and outside your organisation to:
    - review all aspects of the plan
    - agree changes to the care plan
    - identify resources necessary to implement any changes
3. contribute to, participate in and run meetings and discussions to agree revisions to care plans, taking account of any benefits and risks
4. ensure that review meetings are arranged and run in ways which promote the full participation of individuals and key people
5. collate review information and revise care plans within agreed timescales
6. ensure that individuals and key people understand the revisions that have been made to the care plans and the implications of these for the health and care services that individuals receive
7. provide evidenced based records and reports, that detail:
    - actions and decisions about the revisions to the plan
    - aspects of the plan where there was any disagreement and how this was resolved
8. complete, and support individuals to complete, any necessary paperwork when the revised plan has been agreed
9. ensure that the revised plan is stored and able to be accessed within confidentiality agreements and according to legal, organisational and any service requirements

Knowledge Specification for the whole of 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 for 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights,
  confidentiality and sharing of information when developing, implementing and reviewing
  care plans
- knowledge and practice that underpin the holistic person-centred approach which enable
  you to work in ways that:
  - place the individual's preferences and best interests at the centre of everything you
    do
  - provide active support for the individuals
  - recognise the uniqueness of individuals and their circumstances
  - empower individuals to take responsibility (as far as they are able and within any
    restrictions placed upon them), and make and communicate their own decisions
    about their lives, actions and risks
  - when developing, implementing and reviewing care plans
- how to manage ethical dilemmas and conflicts for individuals, those who use services and
  staff/colleagues when developing, implementing and reviewing care plans
- how to challenge, and to support individuals, key people and others to challenge
  information, documents, systems, structures, procedures and practices that are
  discriminatory
- the ways that health, social or care values may differ from those of the individuals and
  key people you are working with
- how to form relationships that promote the individual's rights, choices and well-being

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your setting and
  own and the roles, responsibilities, accountability and duties of others when developing,
  implementing and reviewing care plans
- current local, UK legislation and organisational requirements, procedures and practices
  for:
  - data protection
  - health and safety
  - risk assessment and management
  - employment practices
  - protecting individuals from danger, harm and abuse
  - your responsibility for keeping yourself, individuals and others safe
  - making and dealing with complaints and whistle blowing
  - multi-disciplinary and multi-agency working
  - working in integrated ways to promote the individual's well-being
  - the planning and provision of services
  - developing, implementing and reviewing care plans
- key government initiatives which affect the development and review of care plans to meet
  individual needs, preferences and circumstances
- how to access, evaluate and influence organisational and workplace policies, procedures
  and systems for developing, implementing and reviewing care plans
- how to access and record information, decisions and judgements for care plans
- how different philosophies, principles, priorities and codes of practice can affect inter-
  agency and partnership working when developing, implementing and reviewing care plans

Theory and practice

- how and where to access literature, information and support to inform your practice when developing, implementing and reviewing care plans
- an up to date knowledge of:
  - literature related to best practice in the development, implementation and review of care plans
  - government reports, inquiries and research relevant to the development, implementation and review of care plans
  - government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people
- theories of:
  - facilitating empowerment and participation of individuals and key people in the development, implementation and review of care plans
  - the role of family and social support networks in meeting individuals' needs
  - how social and economic circumstances may impact on the individual's social care, well-being and life chances
  - human resource management in relation to the development, implementation and review of care plans
  - human growth and development
  - managing loss and change
  - how stress can affect behaviour
  - how power and influence can be used and abused when developing, implementing and reviewing care plans
  - multi-disciplinary and multi-organisational working
- knowledge of the physical, emotional and health conditions of the individuals for whom you are developing, implementing and reviewing care plans and how to use this information to make informed decisions for the content of the care plans
- the factors to take account of when evaluating whether your organisation has the resources (human, physical and financial) to provide the services and facilities
- how to analyse, interpret and balance:
  - individual needs and preferences
  - views of key people
  - evidence, knowledge and practice based information
  - knowledge of individuals' conditions
  - resources and capacity within your organisation to enable you to assess individuals' needs and preferences, fairly and ethically methods of supporting individuals and key people to:
  - express their wishes, needs and preferences about the delivery of services and facilities
  - understand and take responsibility for promoting their own health and well-being
  - identify how their care needs should be met
  - assess and manage risks to their health and well-being
- methods of supporting staff to work with individuals, key people and others to deliver, implement and evaluate care plans
- the stages, procedures, paperwork and people involved in developing, implementing and reviewing care plans
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence
- what is meant by needs-led and service-led planning and their relevance for reviewing care plans
- reasons for changing resources and care plans and how to deal with the affect this may have on individuals
- why and how the review and revision of care plans may have implications for individuals, key people and the existing provision

HSC417 Assess individuals mental health and related needs

Elements of Competence

HSC417a	Determine the appropriateness and priority of referrals
HSC417b	Agree the nature and purpose of assessments with individuals
HSC417c	Assess the nature and extent of individuals' mental health and related needs in accordance with relevant legislation
HSC417d	Agree courses of action with individuals following assessment

About this unit

For this unit you need to assess individuals mental health and related needs. This involves evaluating referrals for their appropriateness to the practitioner and the services offered by the organisation or team. The evaluation will include determining the urgency of the individual's needs and the overall caseload of the practitioner, and making the necessary arrangements for the assessment to take place. Once the decision has been made to see the individual, then the nature and purpose of the assessment is agreed with the individual and significant others and an understanding of their needs obtained from them. This is followed by undertaking the assessment to determine the nature and extent of the individual's needs and subsequently, agreeing courses of action with them.

This unit is based on the premise that, for effective assessment to take place, you need to have an adequate understanding of the individual's personal, cultural and social situation and the holistic nature of health and social well-being. You must be able to communicate effectively with individuals and significant others and balance the information they provide about their own needs with the other information gained during the assessment. As the assessment process often acts as a gateway to services, there is also a particular need to monitor the pattern of referrals and evaluate the extent to which services are meeting the needs of the broad community they serve. You are expected to be proactive and alert your employing organisation and, if necessary your professional body, when inappropriate patterns of referral or service delivery arise. While this is effectively a quality assurance issue and dealt with accordingly within other management standards, it needs to be borne in mind in this context and followed through with a reflective attitude.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate action: provision of information and guidance to the practitioner or agency concerned; passed on for management action through appropriate paths; information passed on for action to a professional body.

Appropriate explanation in relation to the following factors: the individual's current state of mental health; their personal beliefs and preferences; their age and level of understanding; their cultural and social background; their awareness and understanding of their condition.

Appropriateness: whether the individual has given their consent (or where statutory powers to intervene without the individual's consent apply; applicability of identified need to services offered; comprehensiveness of the information provided.

Arrangements: appointment time; duration of appointment; location; others who need to be present; any necessary physical and/or safety arrangements within the environment.

Communication: speech and language, including the use of an interpreter or signer as necessary; actions, gestures and body language; space and position; written.

Complete in relation to: signed; dated; contain all the relevant information obtained on the individual's needs.

Confirmed in relation to: the individual's identity; the identity of any significant other accompanying the individual; the role which the individual wishes their significant other to have and the information they should receive; the identity and roles of the practitioners present.

Consent from: the individual; a suitable person who is acting in the best interests of the individual when the individual is unable to make the decision for themselves.

Environment: the environment in which the programme of care is usually delivered (e.g. hospital, clinic); the individual's home; other environment, e.g. A & E Department, police station.

Evaluate in relation to the following factors: local policies and protocols; organisational priorities; your own area of expertise; contract requirements; timeliness.

Inappropriate patterns: those who refer for services which are not provided or are not the most appropriate use of the services; those who consistently provide inadequate referral information.

Inappropriately referred in relation to: the target group for services; the nature of the service and your own area of expertise; the optimum use of the service; contract requirements; timeliness.

Inherent risks for: the individual; their carers; others involved with the individual.

Interests of the individual in relation to: confidentiality; successful outcome.

Level of risk in relation to: the nature of any subsequent intervention; the individual and carer and their health and well-being; evidence from past practice and the success of the interventions concerned; the settings in which interventions will take place; the practitioners involved.

Modifications in relation to: reasoning processes (e.g. clinical); the individual's wishes; safety of the individual and others involved in the assessment.

Other relevant factors: costs; availability of resources; organisational commitments and contracts; national commitments and priorities.

Particular requirements: the individual's personal beliefs and preferences; the individual's age, sex and physical condition; communication; physical support and access; emotional and psychological support; advocacy; location; transport; time (convenience); the physical environment.

Preparation of the work area: the environment: ventilation, lighting, heating, level of noise, safety, privacy.

Priorities in relation to: the target groups for that service; the level of need for an individual to qualify for the service; organisational commitments and contracts; national commitments and priorities.

Priority: the severity of the individual's needs; the likelihood of the individual's condition deteriorating; potential risks to those caring for the individual; the risks inherent in the setting in which the individual is currently living.

Records: paper-based; electronic; diagrams and charts.

Referral criteria in relation to: the target group for services; the nature of the service; the optimum use of the service; contractual obligations.

Referral information from: the individual whose needs are being assessed; significant others; the general public; mental health practitioners who work in the same agency; mental health practitioners who work in another agency; practitioners in other sectors, e.g. health care, social care, custodial care.

Resources include: human; financial; material; technological; settings.

Selected in relation to: predicted outcome; referral information; prior data collection; the environment in which the assessment takes place; the approach and manner of the individual; local service standards; type of assessment to be undertaken.

Subsequent action: no further action – discharge; change the assessment setting; further assessment; referral; intervention.

Support: verbal explanation; written information; by accompanying the individual or arranging for this to happen.

Unavoidable delays: incomplete or unclear referral information; other individuals whose needs have priority; staffing and workload issues; resourcing; location difficulties.

Understanding: their expectations of the outcomes of the assessment and any subsequent interventions; care arrangements; the equipment and materials to be used; their involvement.

This is derived from Skills for Health Standard D3 and is now part of the MH suite.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Significant others	Is used here to mean any person whom the individual wishes to involve in their assessment. This includes a partner, carer, relatives and/or friends but may be other member of the community or other workers such as volunteers, other care practitioners, advocate, interpreter, lawyer, religious representative, police or prison officer
Consent	Need not be given directly by the individual in some cases, but can be confirmed as present by reference to others (*eg in the case of children and young people)* or as a result of legal imperatives under the provisions of the Mental Health Act
Individual's particular requirements	May be in relation to the individual's personal beliefs and preferences, the individual's age, sex and physical condition, communication needs, physical support and access, emotional and psychological support, advocacy, location, transport, time (convenience), the physical environment

HSC417a   Determine the appropriateness and priority of referrals

Performance Criteria

You need to show that you:

1.   evaluate referral information for its appropriateness to the nature of the service you provide

2.   seek further information where the referral information is insufficient to allow an effective assessment to take place

3.   take effective action to minimise potential damage where the individual has been inappropriately referred to the service for assessment and to maintain the individual's goodwill

4.   effectively monitor referrals to identify inappropriate patterns of referrals and initiate the appropriate action to help solve the problem

5.   evaluate referral information to determine the priority of the individual's needs

6.   identify the particular requirements of the individual in relation to the assessment as accurately as possible from the available information

7.   make arrangements for the assessment consistent with the individual's priority, their particular requirements and other relevant factors and confirm these with individuals in an appropriate manner

8.   clearly explain unavoidable delays between referral and assessment to the individual and significant others prior to the assessment taking place

9.   make full and accurate records of the arrangements consistent with the organisation's system

HSC417b   Agree the nature and purpose of assessments with individuals

Performance Criteria

You need to show that you:

1.   ensure that the environment in which the assessment is to take place is appropriate for the individual and their needs as identified in the referral information
2.   effectively prepare equipment, materials, the surrounding work area and yourself for the assessment to take place
3.   provide the individual with as much prior information as possible in order to ensure that they know what to expect at assessment and can be prepared
4.   evaluate the individual's initial approach and manner to determine any further particular requirements which were not identified in the referral information and to provide any indicators as to their mental health and related needs
5.   introduce individuals and significant others to all those present and confirm everyone's role in the assessment process
6.   ensure the way in which you communicate throughout the process is designed to emphasise its two way nature and the role of the individual as an informed equal partner in the process
7.   inform individuals and significant others of the nature and duration of the assessment, the type of information that will be entered in records and who will have the right of access to these, including discussion of the boundaries of confidentiality
8.   confirm the individual's and significant other's understanding of the assessment process and any related interventions
9.   encourage individuals and significant others to ask questions, seek advice and express any concerns about the assessment
10. begin assessments only when consent has been confirmed

HSC417c   Assess the nature and extent of individuals' mental health and related needs in accordance with relevant legislation

Performance Criteria

You need to show that you:

1.   respect individuals' privacy and dignity and minimise any unnecessary discomfort within the constraints imposed by the assessment method and the environment in which the assessment is taking place
2.   encourage and support individuals and significant others to make an assessment of the individual's needs and use this to inform the assessment process
3.   obtain appropriate and necessary background information to allow the assessment to proceed effectively
4.   encourage any significant others to give the appropriate support to the individual in a manner which is consistent with the individual's wishes and does not affect the outcomes of the assessment
5.   conduct the assessment in a manner which encourages the effective participation of the individual and is consistent with their particular requirements
6.   select assessment methods that are safe for the individual, appropriate to their identified needs and consistent with indicators as to their overall health and social well-being
7.   use assessment methods correctly and in a way which would achieve similar outcomes if used by other practitioners
8.   balance additional information against the overall picture of the individual's needs to confirm or deny developing hypotheses
9.   use reasoning processes that are capable of justification given the available information at the time and are likely to result in the optimum outcome

10. ensure any modifications you make to assessment methods are necessary and capable of justification
11. clearly and accurately record any deviations to standardised assessment methods
12. seek advice and support from an appropriate source when the needs of the individual and the complexity of the case are beyond your role and capability
13. halt assessments at the request of the individual or when the information obtained means that it is unsafe to proceed
14. consider all of the information available on the individual's needs as a whole and you use this directly to inform the subsequent action
15. make complete and accurate records of the assessment, structured in a way which allows other practitioners to use them easily

HSC417d   Agree courses of action with individuals following assessment

Performance Criteria

You need to show that you:
1. communicate with individuals in a manner which emphasises an active dialogue, with the individual as an informed equal partner in the process
2. explain the outcomes of the assessment to individuals and significant others in an appropriate manner, level and pace
3. base decisions on the subsequent action to be taken on:
     * the consent and wishes of the individual
     * on the information gained from assessments of the individuals' needs
     * an evaluation at the level of risk inherent in each option
     * the resources available to meet those needs
     * the priorities of the service
4. make appropriate arrangements for further assessment and interventions when the assessment outcome reveals that this will be necessary
5. ensure that where the decision is made to refer on to another practitioner, you agree this course of action with the individual and give them the appropriate support
6. ensure your referrals to other practitioners are consistent with agreed referral criteria, contain all necessary information and are presented clearly
7. inform individuals of the decision not to recommend intervention or referral in an appropriate manner, level and pace when individuals have needs which are not suitable for any form of intervention or referral at this stage, and give them any other necessary advice
8. make accurate, legible and complete records of agreements reached with individuals and the resulting actions taken
9. establish and agree when the action plan will be reviewed and how it will be evaluated
10. promptly communicate written information on the agreed action plan to all parties involved, including the individual
11. ensure the information you communicate to others on the outcome of the assessment and the agreements reached achieve the best balance between the interests of the individual, any inherent risks and legal duty of care.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- how to show respect for the individual's privacy and dignity and minimise any unnecessary discomfort given the nature of the assessment method to be used
- how to enable individuals to manage and make their own decisions if they are given conflicting professional advice

Legislation and organisational policy and procedures
- local policies on consent, including any specific requirements under contractual agreements
- the system which your employing organisation has for recording referral and assessment arrangements, the information which must be contained within the organisation's system and your role in this
- the impact of a range of organisational and national factors on whether referrals can be accepted and the timing and conduct of assessments
- the roles, structure and functions of the different agencies to whom referrals may be made
- the information systems which different agencies use and how this affects the information to be sent
- how strategies for dealing with inappropriate referrals may vary according to the agency concerned and the nature of the problem
- auditing systems which the department or organisation uses to evaluate the information supplied and how these may be used to support your work
- organisational policies on consent, including any specific requirements under contractual agreements
- the system which your employing agency has for monitoring referrals which are made on to other practitioners and agencies

Theory and practice
- **Evaluating referrals:**
  - the different sources from which referrals are received
  - the roles, structure and functions of the different agencies who make referrals
  - the information systems which different agencies use and how to obtain information from them
  - the different factors which have to be taken into account when evaluating referrals
  - how to use problem solving, reasoning and knowledge of self to balance all of these different factors in deciding the action to be taken
  - how to evaluate the referral information for its quality and sufficiency and determine whether it provides sufficient basis from which to move forward
- how to determine whether the referral appears to be one which is appropriate for your services in relation to your own role, the role of the team, and the your own expertise and limitations
- the rights of practitioners to refuse referrals and the reasons why this might be done (e.g. contract requirements, the assessment may put the individuals at risk or not be for their benefit, insufficient resources, to manage waiting lists)
- the different types of unavoidable delays which may occur and the impact of these on the individuals concerned

- the different conflicts and tensions which have to be balanced when evaluating referrals i.e. contractual obligations and limitations, your commitments and concerns (such as rationing and quality of the service provided), your own locus of interest and the aims of the service
- what actions should be taken when referral information is insufficient or inadequate and the purpose of taking these actions
- the reasons for inappropriate referral patterns occurring
- long and short term strategies for dealing with inappropriate referral patterns following organisational guidance and personal supervision
- the most appropriate person to refer to when the information is beyond your competence to deal with
- the need for on-going supervision of clinical and operational issues to ensure objectivity, best practice and uniformity across the service
- how to balance the arrangements which need to be made for the assessment in relation to the individual's particular requirements; the priority of the individual and other relevant factors which may impact on when and how the assessment can be conducted, to get the best possible outcome
- methods of, and reasons for, maintaining the individual's goodwill and their confidence in the service as a whole if they have been inappropriately referred or they cannot be offered an assessment
- the conflicting advice which individuals may receive from different practitioners
- Consent:
    - current debates around the issue of consent, how the meaning of consent may differ between different practitioner groups and the nature of interventions which they make
    - the meaning of informed individual consent and the guidance given by your professional body on this, particularly in relation to where there is a need for written consent
    - methods of obtaining informed consent and how to confirm that the individual has been given sufficient information on which to base their judgement
    - who holds responsibility for gaining consent and when should this be done
    - methods of obtaining informed consent from individuals who are unable to give the consent themselves, who has the right to give this consent and the measures which need to be taken to confirm that the agreements reached are likely to be in the individual's best interest
- the meaning of implied consent and the circumstances when this may be used (e.g. life and death situations)
- Preparing for the assessment of individuals needs
- the different environments in which assessment of individuals' needs can take place
- how to make the environments appropriate for the individual, their particular needs and the requirements of the particular assessment method
- the equipment, materials and personal protective measures which will be necessary for the assessment
- how to prepare equipment, materials, work area and yourself for the assessment process
- the purpose of assessing the individual's initial approach and manner and the indicators of their needs which this may provide
- how to interpret the individual's initial approach and manner
- the purpose of introducing everyone present and confirming their role within the assessment process
- the purpose of informing individuals and significant others of the nature and duration of the assessment and the type of information which may be entered on the records
- the purpose of identifying individuals' and their significant others' understanding of the assessment process and related interventions and ways of doing this effectively

- the purpose of encouraging individuals and their significant others to ask questions, seek advice and express any concerns
  how to be supportive to individuals and their significant others whilst recognising that this may bring other pressures to bear, such as the number of individuals who can be seen in one period of time
- Assessing individuals' needs
- how to encourage individuals and their significant others to assess their own needs and the reasons for doing this
- how to interpret the information provided by individuals and their significant others and feed this into the assessment process
- how to structure an assessment and the different models which may be applied
- the range of assessment methods which may be applicable for assessing the individual's needs and evidence for their effectiveness
- how to select the most appropriate assessment methods for particular individuals and the range of different factors which need to be taken into account
- how to use the range of assessment methods effectively and correctly
- how to adapt and modify assessment methods to meet the needs of individuals and situations which prevail at the time (e.g. balancing the number of individuals who need to be seen)
- the amount of time which each assessment method is likely to take to gain sufficient information on the individual's needs
- assessment as a process involving the identification of needs, action planning and evaluation
- how to encourage significant others to support the individual
- how the nature of the relationship between the significant other and the individual may alter the extent to which you ask them to be involved or the individual would wish their support
- how to interpret signs from the individual as to their wishes although they may not make these explicit
- methods of encouraging the effective involvement of the individual in the assessment and how this may differ given the methods being used
- methods of assessing your own competence in the use of different assessment methods and the relationship of this to the updating of knowledge and skills
- reasoning processes (e.g. clinical) during assessment and how to make initial assessments of the individual's needs and yet continually re-evaluate and hold these open to question as further information is obtained
- the information which would confirm or deny initial hypotheses and the reasons for this in particular cases
- the purpose of recording deviations from standardised assessment methods and the information which would need to be logged
- when it is safe to halt particular assessment methods and when it is unsafe to proceed
- how to integrate and synthesise all of the information obtained on an individual so that it can be considered as a whole and what to do with pieces of information which seem inconsistent with the rest
- methods of judging the subsequent action which may be necessary given different outcomes
- how to structure assessment records so that they contain all of the necessary information and are suitable for others to use
- the background information which it is necessary to obtain for the assessment to proceed effectively
- who has the right of access to information held on records
- Courses of action following assessment:
  - methods of explaining clearly to individuals and their significant others the

outcomes of the assessment

- the different fears and concerns which individuals and their significant others will have about the assessment and its outcomes and how to recognise and respect these while at the same time being honest and open with those concerned
- the risks which there may be in various courses of action for the individual and how to assess these realistically
- the resources which are available within your service to meet the individual's needs
- the priorities of services for different groups and how these affect the services which you are able to provide
- how to determine whether the individual's needs should be met even if the resourcing of the service makes this difficult and what to do in these situations
- reasoning processes around balancing risks, the assessment of individuals' needs, resource availability and service priorities
- the arrangements which may need to be put in place for further assessment or interventions and the capacity of the service to provide these
- the purpose of agreeing with individuals if there is a referral on to another practitioner and how to provide them with sufficient and relevant information for them to give their informed consent
- methods of maintaining the individual's goodwill when they are not in need of services or it is not possible to provide services for them
- the purpose of recording agreements reached with individuals and how to do this effectively
- methods of communicating assessment information to others balancing the duty of confidentiality, any agreements made with the individuals, risks and duty of care
- Making referrals:
  - the different factors which have to be taken into account when making referrals and how to use problem solving, reasoning (e.g. clinical) and knowledge of self to balance all of these different factors in deciding the action to be taken
  - the quality, quantity and type of information which needs to be provided when making referrals to make the system effective
- how to determine whether the referral is appropriate to the services of the practitioner concerned

MH20 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs

About this workforce competence
This workforce competence covers reviewing the mental health needs of individuals and the options available for addressing these needs. You need to recommend a care programme approach that balances the needs and preferences of the individual and others, taking account of any legal requirements and of your duties and responsibilities as a mental health practitioner.

Working with the individual and those who support them to develop care programmes which support recovery is a fundamental aspect of needs-led service provision. In taking this forward you need to understand the concepts of empowerment and participation.

This workforce competence applies to those who work with individuals with identified mental health needs to consider, negotiate and agree plans for addressing these needs.

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

Relationship to other workforce competences within the Mental Health framework
This workforce competence is closely related to workforce competence MH22 which describes the following stages of working with individuals to monitor their mental health needs and review plans and programmes to address these. It also links with workforce competence HSC416 and HSC414 which look at the planning of service responses.

Links
This workforce competence links with the following dimensions and levels in the NHS Knowledge and Skills Framework (October 2004)
Dimension: HWB2 Assessment and Care Planning to Meet Health and Wellbeing
Level: 3

Origin

This workforce competence has been developed by Skills for Health. It also appears as HSC418 in the Health and Social Care National Occupational Standards (2004)

MH20 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs

Key words and concepts

Achievable decisions	Achievable decisions include limitations imposed by resources, legal and statutory powers etc
Additional support	for the individual includes the need for an interpreter or advocate
Agreeing a course of action	Agreeing a course of action for a child or adolescent must involve the parent or legal guardian and should take account of the family or alternative care context
Options	Options includes taking account of the preferred options of individuals, resource constraints including physical resources, financial resources and access to provision, and examining alternative creative options that will meet the individuals' needs
Other agencies	Other agencies who may have a rightful say in the services offered would include such agencies as the courts
Own preferred options	If the individual is not able to express their own preferred options (e.g. a young child, someone with dementia), then these should be established with someone who is acting on behalf of the individual, (e.g. parent/guardian)
Own views and preferences	If the individual is not able to express their own views and preferences (e.g. a young child, someone with dementia), then these should be established with someone who is acting on behalf of the individual (e.g. parent/guardian
Significant others	Is used here to mean any person whom the individual wishes to involve in discussions about their mental health needs. This includes a partner, carers, relatives and/or friends but may be other members of the community or other workers such as volunteers, other care practitioners, advocate, interpreter, lawyer, religious representative, police or prison officer

**Work with individuals with mental health needs to negotiate
and agree plans for addressing those needs**

Performance criteria

You need to:

1.   explain your role in acting as a point of contact to the individual and significant others in a manner, and at a level and pace, appropriate to them
2.   recognise and arrange for additional support for the individual when required
3.   create opportunities to develop an effective relationship with the individual by encouraging them to express their needs, preferences, beliefs, opinions and interests, and use these as a basis of interacting with them in the future
4.   encourage individuals to express their views on who they wish to be involved in discussions about what they would like to happen
5.   reach an agreement with the individual regarding the purpose of gaining information on their mental health needs
6.   offer your own views in a manner which acknowledges the individual's views and needs and is likely to be perceived as non-threatening and non-judgemental
7.   identify and access other potentially valuable and relevant sources of information on the individual's mental health needs consistent with the individual's wishes and any legal requirements
8.   remedy any inconsistencies and gaps in the information available as far as possible and bring these to the attention of those concerned
9.   record a summary of the individual's mental health needs in a way that can be used to plan the services to be offered.
10.   encourage and support individuals and significant others to explore and clarify their preferred options for addressing the individual's mental health needs
11.   discuss whether and how the preferred options and resources identified by individuals and significant others:
    • are appropriate for addressing their mental health needs
    • allow for positive risk taking with due regard to the safety of the individual, significant others and the community
    • are consistent with legal and organisational requirements
    • could be met from available resources
12.   work with individuals and significant others to negotiate alternatives where preferred options are inappropriate or do not comply with legal and organisational requirements
13.   work with individuals and significant others, other practitioners and organisations to identify alternative options and resources where preferred options cannot be met from available resources
14.   make accurate, legible and complete records of the individual's needs and preferred options for addressing these consistent with organisational and professional requirements.
15.   analyse:
    • the needs and circumstances of individuals and significant others
    • risks to individuals, families, groups, communities and others
    • priorities and potential conflicts between different needs and interests
    • the impact on others of meeting the individual's needs and preferred options
16.   assess options taking into account:
    • legal, organisational and other requirements
    • risks to individuals, significant others, self, other practitioners and the wider community
    • the preferred options of individuals and significant others
    • available and alternative resources

17.   work with individuals and significant others to make achievable decisions about options
18.   make accurate, legible and complete records of any decisions made with individuals and significant others consistent with organisational and professional requirements.
19.   identify:
- areas of agreement and differences of opinion and perspective
- your legal requirements and duties for individuals with mental health needs and their significant others, for yourself, other practitioners and others
20.   assess information from all sources
21.   review relevant guidance and frameworks
22.   seek advice through supervision when required
23.   assess, justify and recommend a course of action, taking into account:
- information from all sources
- any legal requirements and duties and their implications
- your duty to protect and safeguard individuals, families, groups, communities, yourself and other practitioners
- the needs and preferred options of individuals and significant others
- risks to individuals, families, groups, communities, self and other practitioners
- available resources, including creative alternatives
- your own impact on the process and outcomes
- unmet need and any risks arising from this

24.   agree a course of action with the individual, significant others and those delivering the services, and put in place the necessary arrangements for provision, monitoring and review
25.   make accurate, legible and complete records of the agreed course of action for meeting the individual's mental health needs consistent with organisational and professional requirements
26.   make complete and accurate records of any gap between the individual's identified needs and the availability of resources and services to meet those needs, including any risk arising from this, and pass these to the appropriate people.

MH20 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs

Knowledge and understanding
You need to apply:
Values

K1 A working knowledge of policies on equality, diversity, discrimination and promoting the independence/ autonomy of individuals with mental health needs, and any research on their implementation and effectiveness

K2 A working knowledge of awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice

K3 A working knowledge of respect for, and the promotion of:

a) each person as an individual

b) independence and quality of life for individuals, with due regard to the safety of the individual, self and others

c) dignity and privacy of individuals, families, groups and communities

K4 A working knowledge of how to recognise and facilitate each person's use of language and preferred form of communication

K5 A working knowledge of the importance of valuing, recognising and respecting the diversity, expertise and experience of individuals with mental health needs and their significant others

K6 A working knowledge of maintaining the trust and confidence of individuals and significant others by communicating in an open, accurate and understandable way

K7 A working knowledge of strategies to challenge discrimination, disadvantage and other forms of inequality and injustice

Legislation and organisational policy and procedures

K8 A working knowledge of UK, country, EU legislation, statutory codes, standards, frameworks, protocols and guidance relevant to mental health practice and related fields, including multi disciplinary and multi organisational practice, data protection and confidentiality of information

K9 A working knowledge of policies, procedures, protocols and legal requirements for the security and confidentiality of information

K10 A working knowledge of the remit, powers and resources of your organisation and organisations related to your work

K11 A working knowledge of multi disciplinary and multi organisational assessment frameworks

Theory and practice
The context for services:

K12 A working knowledge of mental health and related policies that impact on your work

K13 A working knowledge of relevant research, advice and guidelines relating to the impact of discrimination, disadvantage and social exclusion, and the use of authority and control

K14 A working knowledge of the impact and interaction of education, health, housing, income, community resources and community safety on need and preferred outcomes

K15 A working knowledge of criteria for accessing support or triggering statutory powers in your own and other related organisations

K16 A working knowledge of the range of local mental health resources and services and how to access these

K17 A working knowledge of how effective different kinds of provision are in meeting needs

K18 A working knowledge of how to access and use Information and Communication Technology (ICT) and other electronic systems that may help in the collection and management of information

Working with individuals:

K19 A working knowledge of theories and methods relating to the assessment of need and the identification of preferred outcomes, including the role of negotiation and mediation

K20 A working knowledge of theories and methods of promoting participation in different circumstances and with different individuals, families and carers

K21 A working knowledge of methods of mapping resources, strengths, limitations and gaps when assessing need and identifying preferred outcomes and prioritising options

Developing practice:

K22 A working knowledge of lessons learned from both serious failure of service and practice, and from successful interventions

K23 A working knowledge of approaches to evidence and knowledge based practice

K24 A working knowledge of approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts

HSC419   **Provide advice and information to those who enquire about mental health needs and related services**

Elements of Competence

HSC419a   Determine individual's requirements for advice and information about mental health needs and related services

HSC419b   Provide advice and information about mental health needs and related services

About this unit

For this unit you need to establish people's need for information and provide advice and information which addresses those needs. You need to relate to each person as someone with their own particular needs for information and advice, develop a full understanding of their requirements, communicate information effectively and be responsive to any queries.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Advice and information you provide will be in relation to: the nature of services provided; how to access services provided; types of mental health needs and the sorts of services that may be best suited to them.

This Standard was originally developed from Skills for Health Mental Health standard B1. It is now part of the Mental Health Suite.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Enquiries	may be received by phone, letter, fax, email or face-to-face.
The enquirer	may be an advocate, translator or interpreter asking on behalf of an individual. The advice and information you will be expected to give will be in your area of competency.
Individual	is taken to mean anyone with whom you come into contact whether they are service users, carers, colleagues, or other professionals.

HSC419a   Determine individual's requirements for advice and information about mental health needs and related services

Performance Criteria

You need to show that you:

1. clearly explain:
   - who you are and your role in providing advice and information
   - the name and nature of the organisation you are representing
   - your organisation's policy on confidentiality and record keeping
   - enable individuals to express their requirements for advice and information
   - clarify and confirm the nature and the purpose of the enquiry
   - make an assessment of the individual's requirements and confirm this with them
   - assess and respond appropriately to the individual's level of distress or urgency of the enquiry
   - promote individuality when considering the individual's requirements
   - ensure your interactions with people demonstrates respect for them as individuals and acknowledges their rights to make their own decisions in the context of their lives
   - explain clearly the kinds of advice and information which you are able to provide
   - refer the individual to alternative or additional sources of advice and information as appropriate to their enquiry

HSC419b   Provide advice and information about mental health needs and related services

Performance Criteria

You need to show that you:

1. ensure the advice and information you provide is accurate, complete and relevant to the stated requirements
2. ensure the information you provide is consistent with the requirements of legislation and organisational policy
3. ensure the advice and information you provide is within your competence to offer and you recognise and refer the individual elsewhere when that competence is exceeded
4. communicate clearly and in a manner which demonstrates respect for the individual and their enquiry
5. actively listen to people's reactions to the advice and information you provide and take steps to clarify and confirm that their needs have been met
6. offer referrals to additional or alternative sources of advice and information as relevant to the individual's enquiry
7. respond positively to additional enquiries raised by the individual in response to the advice and information you provide
8. seek appropriate advice and guidance when you are unable to deal with an enquiry
9. accurately record the nature and outcome of the enquiry, and update records as necessary
10. ensure your records are complete and legible and contain only the information necessary for the record's purpose
11. maintain the confidentiality of information received from individuals and share information only with those who have the right and need to know
12. take opportunities to reflect on your communication with, and reactions to, different people and use this to evaluate your own practice.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- your own values, beliefs and attitudes, and how they could impact on your work
- what constitutes discrimination, both direct and indirect, and how to avoid this in your interactions with individuals and the advice and information you provide

Legislation and organisational policy and procedures
- the legislation (national and European) which relates to the work being undertaken, the context in which it takes place and the individuals with whom one works; codes of good practice which support the implementation of legislation (such as the Mental Health Act, Data Protection Act); how to interpret and apply relevant legislation to the work being undertaken
- national and local policies, codes of practice and protocols for the provision of advice and information about mental health and related needs and issues
- your own role and responsibilities and from whom assistance and advice should be sought if you are unsure
- organisational policies and protocols for the provision of advice and information about mental health and related needs and issues

Theory and practice
- Being effective in providing advice and information:
  - why the ability to listen effectively is important
  - how to recognise the sort of information and advice that individuals may be trying to request when they may not have the terminology, confidence or skill to give an accurate specification
  - where and how information about different mental health needs and services can be obtained
  - the need for services to have well presented and accessible policies and procedures
  - different types of mental health needs and how to recognise them
  - how to recognise and respond to different levels of distress
- the roles and responsibilities of different types of mental health service provider and practitioner
- how to access mental health services
- methods of communicating clearly and effectively
- the purpose of confirming information with individuals and reflecting it back
- the importance of being aware of your own competence in providing advice and information and recognising when a request may exceed that competence
- reasons why you may not be able to deal with an enquiry, e.g. because you do not have access to the relevant information, the enquiry is not within your role or competence to deal with, and the appropriate action to take in response to these

HSC420 **Promote leisure opportunities and activities for individuals**

Elements of Competence

HSC420a	Raise awareness of the value of leisure opportunities and activities for individuals
HSC420b	Negotiate and agree leisure opportunities and activities for individuals

About this unit[1]

For this unit you will need to promote opportunities for individuals to participate in leisure activities.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Awareness raising audiences: sports and recreation associations; employers' associations; local government planners; community self-help groups; governors; trustees; shareholders; the general public.

Communicate 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.

Leisure activities related to**:** hobbies; interests; sports, as a spectator or participant; entertainment, e.g. access to the theatre or visiting theatre groups, socialising, e.g. eating out, talking to others about the old days. They may take place within or outside the health or social care environment.

People and organisations who are suitable and able to provide leisure opportunities and activities include: those who organise or provide recreation and leisure activities in the care setting, e.g. care workers, entertainers; those who provide leisure activities for the general public, e.g. theatres, swimming pools, sports centres; those who provide leisure activities for specific groups within the community, e.g. Women's Institute, youth workers.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations,
- and the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit

HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Derived from Mental Health standard M9.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Awareness raising audiences	The people and organisations who need to be made aware of the needs of and the benefits to individuals of accessing leisure opportunities
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Reasonable adjustments	Adjustments that could reasonably be expected to be made to accommodate the needs of individuals involved in leisure activities
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC420a   Raise awareness of the value of leisure opportunities and activities for individuals

Performance Criteria

You need to:

1.   identify, contact, meet and communicate appropriately with people and organisations to establish their interest in the value of leisure activities for **individuals**

2.   present clear, accurate and relevant information to **awareness raising audiences** about:
    - the relationship between and benefits that appropriate leisure activities can bring to individuals
    - the impact of discrimination, oppression and social exclusion on individuals
    - ways of offering leisure opportunities and activities to individuals

3.   give people the opportunity to ask questions and confirm their understanding of the information provided

4.   seek further support and advice in areas that are outside your expertise to deal with

5.   refer people and organisations who need information and advice that is outside your expertise to provide, to other appropriate sources

6.   challenge constructively attitudes and behaviour which are ill informed, misguided, abusive or discriminatory

7.   identify and encourage people and organisations to become champions in the provision of leisure opportunities and activities for individuals and support them to raise the awareness of other people and organisations

HSC420b   Negotiate and agree leisure opportunities and activities for individuals

Performance Criteria

You need to:

1.   encourage people and organisations to consider their capacity and make any **reasonable adjustments** that they could enable them to offer leisure opportunities and activities to individuals

2.   evaluate the willingness and ability of people and organisations to provide leisure opportunities and activities for individuals

3.   identify people and organisations who are suitable and able to provide leisure opportunities and activities

4.   examine with people and organisations who are suitable and able to provide leisure opportunities and activities:
    - the potential challenges and rewards
    - any resources which will be required

5.   clearly explain your role and responsibilities to people and organisations who can provide leisure opportunities and activities

6.   discuss and agree with people and organisations that have agreed to offer leisure opportunities and activities:
    - the number of individuals they are able to cater for
    - the type of leisure opportunities and activities they are able to offer
    - any reasonable restrictions on those to whom the opportunities would be made available
    - any reasonable adjustments (beyond those that are legally required) they will need to make and who will resource and make the adjustments

7.   confirm agreements in writing and take appropriate actions to enable the leisure opportunities and activities to be accessed

8.   record and report processes and outcomes within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- the ways in which stereotyping, discrimination and stigmatisation might affect risk assessment and how to guard against this
- how to apply the principles of equality, diversity and anti-discriminatory practice to your work

Legislation and organisational policy and procedures

- the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work
- the effect that Health and Safety legislation may have on the leisure opportunities and activities promoted
- the boundaries and limits of your role in terms of promoting leisure opportunities and activities, particularly in respect of the level of risk involved
- the role of the agency and its services and how they relate to other agencies and services in the sector
- the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made
- any particular factors relating to the agency's policies and practices which affect the work undertaken
- your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

Theory and practice

- the role which recreation and leisure plays in the health and well-being of individuals
- the effects of the therapeutic value or stimulation provided by leisure activities
- evidence based practice in promoting leisure opportunities and activities to meet individual needs and how to apply this evidence to your own work
- methods of presenting information and encouraging interest in and about the role of leisure in meeting individuals' needs and promoting well-being
- the particular difficulties that individuals may face in seeking leisure opportunities and activities
- national and local schemes and agencies (statutory, independent and third sector) which are involved in providing, promoting or creating leisure opportunities and activities, for whom they are designed and how to access them
- the range of local leisure opportunities and activities, the forms these take, who they are aimed at and how to access them
- the potential concerns which people and organisations may have about providing leisure opportunities and activities for individuals, why it is important to acknowledge their concerns and how to offer information to help them make informed decisions
- how to gauge the level of interest and ability of people and organisations who may offer leisure opportunities and activities to individuals
- how to alter communication when working with different individuals and representatives of different agencies
- the options for promoting leisure opportunities and activities and which are the most appropriate options for the people and organisations concerned
- methods for assessing and managing risk
- methods of evaluating your own competence, determining when further support and expertise are needed and the measures to take to improve your own competence in this area of work

HSC421   **Promote employment, training and education opportunities for individuals**

Elements of Competence

HSC421a   Raise awareness of the value of employment, training and education for individuals

HSC421b   Negotiate employment, training and education opportunities for individuals

About this unit[1]
For this unit you will need to work with a variety of people and organisations to promote the value of employment, training and education for people using health and care services.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Awareness raising audiences: employers; trade unions; employers' associations; government bodies; Chambers of Commerce; providers of training; providers of education; governors; trustees; shareholders; the general public.
Communicate **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.**
People and organisations who are suitable and able to provide employment, training and education opportunities: **general and specialist providers of education; providers of training; coaches; work placement providers.**

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Derived from Mental Health standards MH71 and MH72.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

_____

Awareness raising audiences	The people and organisations who need to be made aware of the needs of and the benefits to individuals of accessing employment, training and education
Individuals	People requiring health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Providers of education and providers of training	Providers who manage access to or placement on education and training programmes.
Reasonable adjustments	Adjustments that could reasonably be expected to be made to accommodate the needs of individuals
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as children and young people
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in the way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC421a   Raise awareness of the value of employment, training and education for individuals

Performance Criteria

You need to:

1. identify, contact, meet and communicate appropriately with people and organisations to establish their interest in the value of employment, training and education for **individuals**

2. present clear, accurate and relevant information to **awareness raising audiences** about:
   - the relationship and benefits that employment, training and education opportunities can bring to individuals
   - the impact of discrimination, oppression and social exclusion on individuals
   - ways of offering employment, training and education opportunities to individuals

3. give people the opportunity to ask questions and confirm their understanding of the information provided

4. seek further support and advice in areas that are outside your expertise to deal with

5. refer people and organisations who need information and advice that is outside your expertise to provide to other appropriate sources

6.   challenge constructively, attitudes and behaviour which are ill informed, misguided, abusive or discriminatory

7.   identify and encourage people and organisations to become champions in the provision of employment, training and education opportunities for individuals and support them to raise the awareness of other people and organisations

HSC421b   Negotiate employment, training and education opportunities for individuals

Performance Criteria

You need to:

1.   encourage people and organisations to consider their capacity and any **reasonable adjustments** that they could make to enable them to offer individuals employment, training and education opportunities

2.   evaluate the willingness and ability of people and organisations to offer employment, training and education opportunities to individuals

3.   identify people and organisations who are suitable and able to provide employment, training and education opportunities

4.   examine with people and organisations who are suitable and able to provide employment, training and education opportunities:

     - the potential challenges and rewards
     - any resources which will be required

8.   clearly explain your role and responsibilities to people and organisations who can provide employment, training and education opportunities to individuals

9.   discuss and agree with people and organisations that have agreed to offer employment, training and education opportunities:

     - the number of places they are able to provide
     - the specific opportunities they can offer
     - any reasonable restrictions on those to whom the opportunities would be made available
     - any reasonable adjustments (beyond those that are legally required) they will need to make and who will resource and make the adjustments
     - any issues which may affect contracts of employment or agreements for training and education opportunities

10. confirm agreements in writing and take appropriate actions to enable the employment, training and education opportunities to be accessed

11. record and report processes and outcomes within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- the ways in which stereotyping, discrimination and stigmatisation might affect risk assessment and how to guard against this
- how to apply the principles of equality, diversity and anti-discriminatory practice to your work

Legislation and organisational policy and procedures
- the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work
- the role of the agency and its services and how they relate to other agencies and services in the sector
- the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made
- any particular factors relating to the agency's policies and practices which affect the work undertaken
- your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

Theory and practice
- the importance of employment, training and education as a factor in promoting the needs of individuals and ways of maximising individuals' employability through training and education
- theories, principles and practice into the relationship between employment, training and education and the benefits to the well-being of individuals
- evidence based practice in promoting employment, training and education opportunities for those individuals' needs and how to apply this evidence to your own work
- methods of presenting information and encouraging interest in and about the role of employment, training and education in meeting individuals' needs and promoting well-being
- the particular difficulties that individuals may face in seeking employment, training and education opportunities
- national and local schemes and agencies (statutory, independent and third sector) which are involved in providing, promoting or creating employment, training and education opportunities, for whom they are designed and how to access them
- the range of local employment, training and education opportunities, the forms these take, who may be eligible and how to access them
- the potential concerns which people and organisations may have regarding offering opportunities for individuals, why it is important to acknowledge their concerns and how to offer information to help them make informed decisions
- how to gauge the level of interest and ability of people and organisations who may offer employment, training and educational opportunities to individuals
- how to alter communication when working with different individuals and representatives of different agencies
- the options for promoting employment, training and education and which are the most appropriate options for the people and organisations concerned
- methods for assessing and managing risk

- methods of evaluating your own competence, determining when further support and expertise are needed and the measures to take to improve your own competence in this area of work

HSC422 **Promote housing opportunities for individuals**
Elements of Competence

HSC422a Raise awareness of the housing needs of individuals
HSC422b Negotiate and agree housing for individuals

About this unit[1]
For this unit you will need to promote and negotiate housing for individuals.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Awareness raising audiences: People and organisations who are able to offer housing to individuals; staff employed to support or care for residents, e.g. in supported housing schemes, community housing, residential care; residents' associations; other groups within the wider community; trade unions; employers' associations; local government officers, estate agents.
Communicate 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.
Housing: supported lodgings; residential support; hostels; supported flats/housing; floating support; housing associations; estate agencies.
People and organisations who are able to offer housing to individuals: those who build/develop housing for sale or rent: those who own housing for sale or rent; those who manage access to housing e.g. local government planners and housing officers, housing association managers, those who manage community or residential homes.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Derived from Mental Health standard M8.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Awareness raising audiences	The people and organisations who need to be made aware of the needs of and the benefits to individuals of accessing housing
Housing	Housing may be needed to cater for those individuals who are actively seeking accommodation as a result of homelessness or as a result of changing accommodation needs.
Individuals	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Reasonable adjustments	Adjustments that could reasonably be expected to be made to accommodate the needs of individuals
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC422a   Raise awareness of the housing needs of individuals

Performance Criteria

You need to:

1. identify, contact, meet and communicate appropriately with people and organisations to establish their interest in the value of housing for **individuals**
2. present clear, accurate and relevant information to **awareness raising audiences** about:
    - the relationship between and benefits that appropriate **housing** can bring to individuals
    - the impact of discrimination, oppression and social exclusion on individuals
    - ways of offering housing to individuals
3. give people the opportunity to ask questions and confirm their understanding of the information provided
4. seek further support and advice in areas that are outside your expertise to deal with
5. refer people and organisations who need information and advice that is outside your expertise to provide, to other appropriate sources
6. challenge constructively, attitudes and behaviour which are ill informed, misguided, abusive or discriminatory
7. identify and encourage people and organisations to become champions in the provision of housing for individuals and support them to raise the awareness of other people and organisations

HSC422b   Negotiate and agree housing for individuals

Performance Criteria

You need to,

1. encourage people and organisations to consider their capacity and any **reasonable adjustments** that they could make to enable them to offer housing to individuals
2. evaluate the willingness and ability of people and organisations who are able to offer housing to individuals
3. identify people and organisations who are suitable and able to provide housing
4. examine with people and organisations who are suitable and able to provide housing:
    - the potential challenges and rewards
    - any resources which will be required
5. clearly explain your role and responsibilities to people and organisations who can provide housing to individuals
6. discuss and agree with people and organisations that have agreed to offer housing:
    - the number of places they are able to provide
    - the specific opportunities they can offer
    - any reasonable restrictions on those to whom the housing would be made available
    - any reasonable adjustments (beyond those that are legally required) they will need to make and who will resource and make the adjustments
    - any issues which may affect agreements for housing
7. confirm agreements in writing and take appropriate actions to enable the housing to be accessed
8. record and report processes and outcomes within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- the ways in which stereotyping, discrimination and stigmatisation might affect risk assessment and how to guard against this
- how to apply the principles of equality, diversity and anti-discriminatory practice to your work

Legislation and organisational policy and procedures
- the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work
- the role of the agency and its services and how they relate to other agencies and services in the sector
- the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made
- any particular factors relating to the agency's policies and practices which affect the work undertaken
- your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

Theory and practice
- theories, principles and practice into the relationship between housing and the benefits to the well-being of individuals
- evidence based practice in promoting housing for those individuals' needs and how to apply this evidence to your own work
- methods of presenting information and encouraging interest in and about the role of housing in meeting individual needs and promoting well-being
- national and local schemes and agencies (statutory, private and voluntary) which are involved in providing, promoting or creating housing, for whom they are designed and how to access them
- the range of local housing, the forms these take, who may be eligible and how to access them
- the potential concerns which people and organisations may have regarding offering opportunities for individuals, why it is important to acknowledge their concerns and how to offer information to help them make informed decisions
- how to gauge the level of interest and ability of people and organisations who may offer housing to individuals
- how to alter communication when working with different individuals and representatives of different agencies
- the options for promoting housing and which are the most appropriate options for the people and organisations concerned
- methods for assessing and managing risk
- methods of evaluating your own competence, determining when further support and expertise are needed and the measures to take to improve your own competence in this area of work

HSC423   **Assist individuals at formal hearings**

Elements of Competence

HSC423a	Support individuals to understand the format and proceedings of the formal hearing
HSC423b	Work with individuals to identify and understand papers, documents and likely outcomes from the hearing
HSC423c	Assist individuals to present their case at the hearing
HSC423d	Support individuals to evaluate and understand the outcomes and assess the implications of the outcomes on themselves and others

About this unit[1]
For this unit you will need to assist individuals at formal hearings.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	People who are key to an individual's health and social well-being. These are people in the individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in the way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC423a	Support individuals to understand the format and proceedings of the formal hearing

Performance Criteria

You need to:

1. seek and acquire information and support to help you to describe the format and proceedings of the hearing to the individual accurately
2. work with **individuals** to help them understand the purpose of the hearing and its implications for them and other **key people**
3. support individuals to understand where the formal hearing will be held and who will be present
4. provide **active support** and use illustrations to help individuals understand how the information about them and their interests will be represented and who will be representing them
5. provide **active support** and use illustrations to help individuals understand:
    - the procedures in the formal hearing
    - the likely outcomes of the formal hearing
    - how the out**comes will be** communicated
6. check the individual's understanding of the information you have given regularly and at appropriate times

7.   where the individual is unable to understand seek additional support to help clear any misunderstanding

HSC423b   Work with individuals to identify and understand papers, documents and likely outcomes from the hearing

Performance Criteria

You need to:

1.   seek and acquire information and support to assist you to accurately describe papers, documents and likely outcomes from the hearing
2.   support individuals to understand and complete documents for the hearing and to ensure that they are sent to the appropriate place and received in time for them to be taken account of at the hearing
3.   collect illustrative information to prepare individuals to understand the documents and other information that is likely to be presented at the hearing
4.   support individuals to understand the proceedings and the type of questions they are likely to be asked
5.   work with the individual to understand any information that may be presented without their prior knowledge and to ensure, wherever possible, the individual knows about documents that may be presented
6.   explore with the individual any papers and documents they think may be presented that could prejudice their case
7.   support individuals and other key people to understand and prepare themselves for the possible outcomes of the hearing and the way they will be communicated
8.   you check the individual's understanding of the information you have given regularly and at appropriate times
9.   where the individual is unable to understand, you seek additional support to help clear up any misunderstanding

HSC423c   Assist individuals to present their case at the hearing

Performance Criteria

You need to:

1.   ensure that any specialist equipment, facilities and resources that will enable the individual to communicate and present their case are available
2.   support individuals to identify, communicate their wishes about the hearing, and access sources of evidence that will help them to present their case at the hearing
3.   work with individuals to identify and gain commitment from people who can support their case, to appear at the hearing on their behalf, if permitted
4.   work with individuals to select the appropriate evidence for their case, taking into account information that may be presented against their case and preparing them to counter this
5.   support individuals to organise their evidence in line with the proceedings of the hearing
6.   enable individuals to practice and evaluate their own presentation of the evidence in support of their case, giving praise and constructive criticism to better the presentation
7.   assist individuals to present their case at the hearing, supporting them according to their wishes
8.   support individuals within the hearing if conflicts arise that the individual cannot deal with

HSC423d Support individuals to evaluate and understand the outcomes and assess the implications of the outcomes on themselves and **others**

Performance Criteria

You need to:

1. support individuals to understand the outcomes, and accept and come to terms with those that are not as the individuals had wished

2. work with individuals to assess the implications for themselves and key people

3. work with individuals to make adjustments to their lives in response to the outcomes of the hearing

4. support individuals to evaluate whether they should take any actions to challenge decisions when they are contrary to their wishes

5. record and report on the procedures and outcomes identifying necessary changes for future presentations and hearings

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when assisting individuals at formal hearings
- knowledge and practice that underpin the holistic person-centred approach which enable you to work in ways that:
  - o place the individuals' preferences and best interests at the centre of everything you do
  - o provide active support for the individuals
  - o recognise the uniqueness of individuals and their circumstances
  - o empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
  - o when assisting individuals at formal hearings
- how to manage ethical dilemmas and conflicts when assisting individuals at formal hearings
- how to challenge, and to support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory
- the ways that health, social or care values may differ from those of the individuals and key people you are working with

Legislation and organisational policy and procedures

- codes of practice and conduct, and standards and guidance relevant to your setting and your own and the roles, responsibilities, accountability and duties of others when assisting individuals at formal hearings
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection
  - protecting individuals from danger, harm and abuse
  - your responsibility for keeping yourself, individuals and others safe
  - making and dealing with complaints and whistle blowing
  - assisting individuals at formal hearings
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for assisting individuals at formal hearings

Theory and practice

- how and where to access literature, information and support to inform your practice when assisting individuals at formal hearings
- an up to date knowledge of literature related to best practice for the assistance of individuals at formal hearings
- an up to date knowledge of government reports, inquiries and research relevant to assisting individuals at formal hearings
- theories about:
  - facilitating empowerment and participation of individuals and key people when assisting individuals at formal hearings
  - how power and influence can be used and abused when assisting individuals at formal hearings
  - multi-disciplinary and multi-organisational working
- knowledge of the physical and mental health conditions you are likely to have to work with when assisting individuals at formal hearings
- the range of formal hearings - their functions, associated statutory requirements, procedures, eg administration and etiquette, and resources eg staffing and physical space; the range of possible outcomes from hearings and associated statutory requirements
- the paperwork, people and organisations involved in preparing for, attending and receiving and dealing with the outcomes from formal hearing
- how to present information and assist individuals to present information at formal hearings generally and specifically for the individuals with whom you are working
- the range of methods and inter-personal skills required for presentations at formal hearings, to handle conflicts of interest and to deal with outcomes if not in the individual's favour
- the actions to take in crises and emergencies when assisting individuals at formal hearings and when the outcomes are not as individuals wished
- how to find out about and access further sources of relevant information, assistance, advice, support, and resources
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence
- how to work with individuals, key people and others within and outside your organisation to plan for, attend and receive and deal with outcomes from formal hearings

HSC424   **Supervise methadone consumption**

Elements of Competence

HSC424a   Establish and maintain contact with methadone prescribers and individuals
HSC424b   Dispense methadone prescriptions for individuals
HSC424c   Supervise methadone consumption by individuals

About this unit
For this unit you need to provide methadone for consumption by individuals. It covers checking the authenticity and validity of methadone prescriptions, preparing and labelling of required doses and supervising consumption by individuals.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Information: contact names and telephone numbers for local prescribers; prescribers with handwriting exemption certificates; Area Specialist Drug Misuse telephone number.
Individual's behaviour: appears to be ill; appears to be intoxicated verbally or physically abusive; shoplifting (eg in a pharmacy).
Documentation: controlled drug register; important information about individuals and record of incidents.

This is Skills for Health Standard (DANOS) AH9.

HSC424a   Establish and maintain contact with methadone prescribers and individuals

Performance Criteria

You need to show that you:
1. ensure that the individual's confidentiality is maintained at all times
2. check the individual's details on the prescription and confirm that they are clear and correct
3. give the appropriate information to the individual
4. carry out all transactions promptly and correctly
5. ensure that the declaration on the prescription is completed by the individual, when applicable in accordance with government requirements
6. forward the prescription for validation and preparation.

HSC424b   Dispense methadone prescriptions for individuals

Performance Criteria

You need to show that you:
1. check the prescription is correctly written in respect of meeting BNF, hospital and local formulary requirements
2. confirm that the prescriptions are appropriate for the individual
3. refer the prescriptions to the appropriate authority if you are unsure about any aspect, you must make the appropriate annotation on the prescription
4. make all referrals in a courteous manner
5. confirm that prescriptions are valid and are not a forgery

HSC424c   Supervise methadone consumption by individuals

Performance Criteria

You need to show that you:
1. ensure that the medicine or product matches the prescription
2. ensure that the medicine or product will remain in date for the course of treatment (as stated on the prescription) or take the appropriate action
3. prepare the medicine or product using the correct equipment and process
4. label the medicine or product correctly, checking it against the prescription
5. ensure that the medicine or product is packed appropriately
6. endorse the prescription appropriately
7. complete all relevant records legibly and accurately
8. follow the health, hygiene and safety procedures
9. forward the prescription for checking.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- how to provide information for individuals in a manner and pace suited to their needs and abilities
- Legislation and organisational policy and procedures
- legal obligations and organisational policies regarding client confidentiality
- national legislation for the administration of drugs including the Medicines Act of 1968 and regulations the Misuse of Drugs Regulations 1985
- what is regarded as unacceptable behaviour from an individual by your organisation

Theory and practice
- Factors which influence what you do:
- the importance of following the prescribed method, dosage and frequency and the risks if this is not done (such as failure of the medication to work, over-medication, under-medication)
- the information which needs to be on a medicine label and its significance
- the common side effects of the medicines and the common adverse reactions related to the medications being used
- how to respond to the common adverse reactions related to the medications being used
- why containers of prescribed methadone doses must not be shared by more than one individual
- why it is important to offer water to an individual after methadone consumption and to converse with them
- why you must contact the prescriber if the individual does not consume the whole dose under supervision
- why you should inform the individual in advance of the last dose on the current prescription
- why containers and stock bottles must be rinsed and their labels removed prior to disposal
- Information handling:
- the importance of keeping full and accurate records, and how to do so
- Services and products:
  - potential benefits of providing general health promotion advice when supervising methadone consumption
  - why the volume of methadone dispensed should be checked by a pharmacist or designated member of staff
  - the importance of safe storage for methadone that is supplied for home use
  - why hygiene precautions are necessary
- Good practice:
  - why prepared prescriptions must be stored in a Controlled Drugs cupboard or equivalent
  - why methadone should never be given in advance of receipt of a prescription
  - how to check a prescriptions authenticity
  - when to accept a prescription that is not hand written
  - how to confirm the identity of an individual

- how to develop a contract for methadone administration and what it should contain

HSC425   **Support people who are providing homes for individuals and/or children and young people**

Elements of Competence

HSC425a   Provide information and support for those providing homes for individuals and/or children and young people

HSC425b   Support those who are providing homes for individuals and/or children and young people

HSC425c   Review the care being provided for individuals and/or children and young people

About this unit[1]

For this unit you will need to support people who are providing, or who are going to provide, homes for individuals and/or children and young people.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, financial, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you

must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Abuse	Abuse is causing physical, financial, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Plan of care or support plan	A plan of care or support plan must be developed and agreed with the individual. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care plan must be adhered to within any health, social or other care setting.
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/ young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocates/interpreters
Danger	The possibility of harm and abuse happening
Family	The people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Family homes	The residence in which the family lives that is providing the home for individuals/children and young people
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
House rules	Rules that people within the house abide by and which promote the smooth running of the house and family
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Are those people who are key to the functioning of the family providing the home

Offending behaviour	Offending behaviour can include drug and alcohol abuse, prostitution and other criminal activities
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of   communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC425a   Provide information and support for those providing homes for individuals and/or children and young people

Performance Criteria

You need to:

1. explain and clarify the purpose and nature of the support and care to be provided by **the family** and the **key people**
2. discuss with the people providing the home:
   - the information they may require
   - the support they can expect
   - the information you are required to provide
   - confidentiality requirements
3. discuss the statutory requirements and guidance for those providing **family homes** for **individuals** and/or **children and young people**
4. clarify matters that might affect the stay of the individuals and/or children and young people with the family
5. seek and obtain further information and support for the family providing the family home
6. where feasible, agree with the individuals and/or the children and young people the information you provide about them to the family and key people who will provide the home

HSC425b   Support those who are providing homes for individuals and/or children and young people

Performance Criteria

You need to:

1. identify and regularly review the support the family and key people need who are providing the home for the individuals/children and young people
2. set in place strategies, advice and support to protect families where problems or behaviour are such that the individuals/children and young people and the family may be at **risk** of **danger, harm, abuse** and **offending behaviour**
3. provide information about **care or support plans** and how they should be implemented with the family and key people

4. discuss any **house rules** with the family and key people

5. agree access for the families of the individuals/children and young people

6. ensure that the families providing homes are aware of any restrictions on access and the procedures to follow should the people on whom the restrictions are placed wish to gain access to the individuals/children and young people

7. take appropriate and immediate action to support the family and the individuals/children and young people should access restrictions be breached

8. address and support the family to resolve conflicts and disagreements, making appropriate use of external sources of help and support

| **HSC425c** | Review the care being provided for individuals and/or children and young people |

Performance Criteria

You need to:

1. support the family and key people to assess and provide feedback on the care they have been able to give

2. regularly visit, monitor and provide feedback on the care and support being provided

3. provide **active support** to enable individuals and/or children and young people to communicate any issues about their care within the family

4. work with individuals and/or children and young people to address any issues that have been raised by the family

5. support the individuals and/or children and young people and the family with whom they are staying to evaluate the strengths and limitations of the care and support being provided

6. address conflicts and disagreements openly with all concerned, sharing only the information you are allowed to with your organisation's policies and procedures

7. provide support to those providing a home for individuals/children and young people where any serious incidents or causes for concern have been raised

8. report any serious incidents or causes for concern immediately to the appropriate people and organisations:
   - within confidentiality agreements
   - according to organisational legal requirements
   - avoiding statements that could adversely affect the use of evidence in future investigations and court

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights,
  confidentiality and sharing of information when supporting people who are providing
  homes for individuals and/or children and young people
- knowledge and practice that underpin the holistic person-centred approach which enable
  you to work in ways that:
  - place the individuals'/children and young people's preferences and best interests at
    the centre of everything you do
  - provide active support for the individuals/children and young people
  - recognise the uniqueness of individuals/children and young people and their
    circumstances
  - empower individuals/children and young people to take responsibility (as far as they
    are able and within any restrictions placed upon them), and make and communicate
    their own decisions about their lives, actions and risks
- support people who are providing homes for individuals and/or children and young people
- the rights and responsibilities of the people providing a home for individuals/children and
  young people
- how to manage ethical dilemmas and conflicts for individuals/children and young people
  and those providing a home for them
- how to challenge, and to support individuals/children and young people, key people, those
  providing a home for the individuals/children and young people and others to challenge
  information, documents, systems, structures, procedures and practices that are
  discriminatory

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your setting and
  your own and the roles, responsibilities, accountability and duties of others when
  supporting people who are providing homes for individuals and/or children and young
  people
- current local, UK legislation and organisational requirements, procedures and practices
  for:
  - data protection
  - health and safety
  - risk assessment and management
  - employment practices
  - protecting individuals/children and young people and those who are providing a home
    for individuals/children and young people from danger, harm and abuse
  - on fostering/adoption and/or adult placement
- relevant to the age of the individuals/children and young people who you are placing
- making and dealing with complaints and whistle blowing
- multi-disciplinary and multi agency working
- working in integrated ways to promote individuals'/children and young people's well-being
- preventing access to individuals/children and young people where access is restricted
- key government initiatives relating to the provision of homes for individuals /children and
  young people
- how to access, evaluate and influence organisational and workplace policies, procedures

and systems when supporting people who are providing homes for individuals and/or children and young people
- how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when supporting people who are providing homes for individuals and/or children and young people

Theory and practice

- how and where to access literature, information and support to inform your practice when supporting people who are providing homes for individuals and/or children and young people
- an up to date knowledge of:
  - literature related to best practice when supporting people who are providing homes for individuals and/or children and young people
  - government reports, inquiries and research relevant to supporting people who are providing homes for individuals and/or children and young people
  - government reports, inquiries and research into serious failures to protect individuals/children and young people who are placed in other people's homes, the families providing the homes and key people associated with the families providing the homes
- theories relevant to the individuals with whom you work, about:
  - facilitating empowerment and participation of individuals and key people in the development, implementation and review of care plans
  - the role of family and social support networks in meeting individuals' needs
  - how social and economic circumstances may impact on the individuals' social care, well-being and life chances
  - human growth and development
  - identity and self-esteem
  - loss and change
- power and how it can be used and abused when supporting people who are providing homes for individuals and/or children and young people
- knowledge of factors that can affect the health, well-being, behaviour, skills, abilities and development of individuals/children and young people who are being placed
- conditions and issues you are likely to face when supporting people who are providing homes for individuals and/or children and young people
- methods of supporting individuals/children and young people to:
  - express their needs and preferences
  - 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 well-being
- principles for helping those providing placements to help individuals/children and young people become full members of their household
- procedures, best practice and factors that you need to take account of when placing people in someone's home
- why you need to complete paper work and any assessments to ensure that individuals/children and young people being placed are safe from danger, harm and abuse
- issues that have and might arise from someone being placed in a family's home
- factors to take account of when deciding how much information to divulge
- the differing reasons why families and key people may be apprehensive or anxious and how to address these and support the people involved
- issues that are likely to arise when the individual and/or child/young person first moves in and how to support everyone to deal with these
- effects on placement family's dynamics, relationships and roles when providing a home for individuals/children and young people
- the importance of developing and ensuring the individual/child/young person understands

any house rules
- the stages, procedures, paperwork and people involved in placing individuals/children and young people in someone else's home
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence
- how to work with individuals, key people and others within and outside your organisation to support the needs of placement families and of the individuals/children and young people who have been placed

HSC426   **Empower families, carers and others to support individuals**

Elements of Competence

HSC426a   Promote the contribution of families, carers and others to supporting individuals
HSC426b   Work with families, carers and others to achieve positive goals for individuals
HSC426c   Enable families, carers and others to review the effectiveness of the support they provide

About this unit
For this unit you need to be able to work with families, carers and others to encourage and enable them to support individuals through the provision of practical and emotional support and help them to review and develop the support they provide and receive.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Context: Socio-economic context includes their disposable income, relative income, housing; personal context includes their personal beliefs and preferences, support systems, gender, sexual orientation, age, abilities.
Positive goals for the individual in relation to: standards of care; mental health; general health and well-being; personal development; social development.
Positive outcomes for the individual in relation to: standards of care; mental health; general health and well-being; personal development; social development.
Review process in relation to: an interim review during the course of a care programme; an outcome review at the conclusion of a care programme.
Support includes: physical presence; advice; passing on information to other members of the care team.

This unit has been tailored but remains acceptable as Mental Health MH9.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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Carer	Refers to family, friends and others who contribute to the care of the individual on a voluntary basis. Carers may provide permanent care within the individual's home, part time care in the home or contribute to the care of the individual in a residential setting (but who are not employed to do so)
Carers and families	Anyone who has an active and on-going informal role in caring for individuals, including those with a familial relationship to the individual. Partners, where they exist, would be considered as family members. The individuals may be adults of working age, children or adolescents or older people
Context	The individual's socio-economic and personal context of their life
Failure to care	Would be indicated by signs of possible abuse, apparent neglect or persistent problems in caring
Family and friends	Are those who are significant to the individual. The term may include partner, family and friends, religious leaders, others in the individual's community. Not all those defined as family and friends will be or become carers
Information	Given to others would be as agreed with the care team and consistent with organisational policy
Others	People who may be involved in supporting individuals with mental health needs includes friends and others within the individual's social network such as religious leaders.

HSC426a Promote the contribution of families, carers and others to supporting individuals

Performance Criteria

You need to show that you:

1. encourage **family and friends** to participate in aspects of the individual's care as agreed by the individual
2. provide **carers and families** with **information** about the support required by individuals
3. ensure the information you provide is consistent with the individual's wishes as to who should be involved in their care and what information they should be given
4. ensure your actions recognise individuals' rights to make their own decisions in the **context** of their lives and respect the rights of individuals to change their minds
5. encourage and support carers and families to express their own views about the support they can provide for individuals
6. give carers and families sufficient time, opportunity and support to discuss their feelings, concerns and the care programme
7. respond to the feelings, needs and concerns of carers and families in a manner which accepts their rights of expression and which supports them as individuals
8. refer carers and families to an appropriate member of the care team when they wish to discuss feelings, concerns and aspects of the care programme which are outside your responsibility
9. provide carers and families with information about support services and facilities which may be useful to them, consistent with the care programme.

HSC426b Work with families, carers and others to achieve positive goals for individuals

Performance Criteria

You must show that you:

1. identify the positive goals for the individual to which carers and families could contribute
2. agree with carers and families the roles that they, yourself and colleagues could play in achieving these positive goals
3. provide carers and families with the support and information they need to work towards these positive goals
4. encourage and support carers and families in developing the skills necessary to provide care for the individual which is consistent with the care programme
5. provide support to carers and families in a manner which is likely to make them feel valued and respected
6. give appropriate support to individuals, carers and families to help them to maintain relationships which are suitable for effective care
7. exchange information with individuals, carers, families and colleagues on progress that the individual is making towards positive goals
8. give information to individuals, carers and families in a manner, and at a level and pace, appropriate to them and that covers any practical difficulties which may occur, including how to get help
9. encourage carers and families to seek clarification and ask questions when they are concerned and need help
10. encourage and support carers and families in discussing any problems and identifying potential solutions when you become aware of or suspect that they are having difficulty in achieving positive goals

11. pass complete and accurate information to a responsible member of the care team without delay where there are signs of a **failure to care** appropriately for the individual

HSC426c   Enable families, carers and others to review the effectiveness of the support they provide

Performance Criteria

You must show that you:

1. encourage and support everyone involved to fully participate in the review process
2. assist individuals and their carers and families to evaluate the effectiveness of their own roles and the roles of yourself and others in the care team
3. agree adjustments to these roles, where necessary, in the light of the evaluation
4. acknowledge the contribution that carers and families are making towards the achievement of positive outcomes in a way that will reinforce their commitment
5. keep a record of what has been achieved and identify any lessons for future work with carers and families
6. ensure that the results of the review process are communicated clearly to all those who have a right and need to receive them.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- why it is important to treat families, carers and others with respect and consideration
- the types of behaviour you should adopt to show respect and consideration for families, carers and others

Legislation and organisational policy and procedures
- relevant legislation, codes of practice and guidelines and how these impact on the role of carers and the support they are entitled to
- how the legislative framework affects service provider policy and practices
- relevant legislation and its implications for the recording, storing and sharing of information, including the importance of keeping a record of work with families, carers and others

Theory and practice
- the importance of working with families, carers and others who may contribute to or influence the outcomes of care programmes for individuals
- the types of support available to carers and families such as self-help groups, counselling, respite and how to access these
- what the purpose and priorities are of the service provider and how these influence the kinds of support offered to carers, families and others
- the importance of ensuring that carers and families are actively involved in the development and review of care programmes
- the positive goals of care programmes to which carers and families can contribute
- how to communicate clearly and effectively
- the importance of establishing an effective working relationship with families, carers and others and methods you can use to maintain contact with carers and families
- why it is important to establish that the family and friends are willing to work with you to

develop their effectiveness as carers and to acknowledge the contributions that carers, families and others are making

- the types of information that you should obtain from families, carers and others
- the techniques you should use to obtain information from families, carers and others
- aspects of carer and family relationships with individuals that may help or hinder the achievement of positive goals
- the roles carers, families and others can play in helping to achieve positive outcomes for the individual
- why it is important to agree aims, objectives and respective roles with carers, families and colleagues
- the types of information that carers, families and others will need if they are going to work towards agreed positive outcomes for the individual
- the types of support that carers, families and others may need in helping to achieve positive goals
- why it is important to review progress with carers, families and colleagues
- how to facilitate carer/family participation in the review process
- why it is important to evaluate the effectiveness of the various roles that carers, families, others, colleagues and you are playing
- the importance for the individual's care programme and family support services of reflecting and noting outcomes and preferences for future actions and ways of working.

HSC427   **Assess the needs of carers and families**

Elements of Competence

HSC427a   Identify the needs, vulnerabilities and circumstances of carers and families

HSC427b   Evaluate and review the needs, vulnerabilities and circumstances of carers and families

HSC427c   Make and present assessments of the needs, vulnerabilities and circumstances of carers and families

About this unit

For this unit you need to be able to establish the strengths, vulnerabilities, needs and circumstances of carers and families and use this information to assess their support needs.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work.

Assessment in relation to: planning support for carers and families of individuals new to the service; planning support following a reassessment and review.

Factors you take into account are in relation to: the support programme being provided for the individual with mental health needs and the nature of those needs; the strengths, vulnerabilities, needs, circumstances and preferences of carers and families; available resources; relevant statutory requirements; the policies and priorities of service providers.

Information you check and take into account information that is gathered: through interview, discussion with and submissions from carers, families and the individual with mental health needs; through information provided from other service providers, agencies and practitioners; from previous formal and informal assessments.

Need for further support: no further support needed; support provided by your own agency; seeking information and support from other agencies on behalf of the carers/families; carers/families seeking support from other agencies.

Present assessments: in writing; orally.

Support and other services include: information; practical assistance; counselling and emotional support; self-help groups; respite; advocacy; wider community support, e.g. cultural or religious.

This unit has been tailored from Skills for Health Standard MH6.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Carers and families	Is used to mean any persons who have an active and on-going informal role in caring for the individual, including those with a familial relationship to the individual. Partners, where they exist, would be considered as family members. The individual needs may be an adult of working age, a child or adolescent or an older person.
Circumstances	Of carers and families may be in relation to social, economic and/or physical factors (including health and living space/facilities) which influence their capability to provide care for the individual.
Vulnerabilities and needs	Of carers and families may be in relation to support and/or protection

HSC427a   Identify the needs, vulnerabilities and circumstances of carers and families

Performance Criteria

You need to show that you:

1. encourage and support **carers and families** to express their own views and feelings about their strengths, **vulnerabilities**, **needs** and **circumstances**

2. show sensitivity to the situation and feelings of carers and families when gathering information from them about their strengths, vulnerabilities, needs and circumstances

3. enable carers and families to explore fully the nature and extent of their strengths, vulnerabilities, needs and circumstances

4. help carers and families to identify for themselves which of their needs are priorities and to explore what would help to address them

5. explain clearly to carers and families the range of support and other services available from:

6. your own agency

   - other agencies who may be able to provide relevant services

   - encourage carers and families to express their own wishes and preferences about how their needs should be met

7. discuss and agree with carers and families their need for further support

8. check and confirm the accuracy of information provided with the carers and families

9. negotiate agreement on the information which will need to be shared, and with whom, in accordance with agency and legislative requirements

10. make accurate, legible and complete records of:

    - the strengths, vulnerabilities, needs and circumstances carers and family

    - agreements reached with them

    - in accordance with agency policy on the recording of information.

HSC427b   Evaluate and review the needs, vulnerabilities and circumstances of carers and families

Performance Criteria

You must show that you:

1. check all information received for relevance, currency and reliability in relation to the assessment being undertaken

2. identify and take steps to address any gaps in the information which may affect the review process

3. take account of all gathered information in your evaluation, weighing the implications in line with the policies, practices and priorities of the service provider

4. identify and take account of any conflict of interest between the programme of support for the individual and the strengths, vulnerabilities, needs and circumstances of the carers/family

5. take full account of the personal beliefs, experiences and preferences of the carers/families

6. avoid stereotyping and personal bias when considering the strengths, vulnerabilities, needs, and circumstances of carers and families

7. offer views, opinions and suggestions to carers and families in a way which is non-threatening and sensitive to your power and authority

8. provide appropriate support to enable carers and families to understand their rights and responsibilities and play an active part in the review process.

HSC427c   Make and present assessments of the needs, vulnerabilities and circumstances of carers and families

Performance Criteria

You need to show that you:

1. prioritise identified needs, taking account of all the factors relevant to the carers/families situation

2. evaluate the strengths and weaknesses of possible options for providing support

3. arrange for additional or specialist involvement in the assessment within an appropriate timescale, where this is needed to allow a decision to be reached

4. record instances where the preferred options for support are not consistent with organisational priorities and make recommendations on the situation to the relevant authorities

5. present your assessments clearly

6. keep accurate, complete and up-to-date records of assessments consistent with agency policy and procedures and statutory requirements

7. make complete and accurate records of any gap between identified needs and the availability of resources and services to meet those needs, including any risk arising from this, and pass these to the appropriate people

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- relevant legislation and how this should inform the assessment of the needs of carers and families
- how the legislative framework affects service provider policy and practices in relation to recognising and supporting carers and families
- relevant legislation and its implications for the recording, storing and sharing of information
- the purpose and priorities of your own agency and other service providers and how these influence the kinds of support offered

Theory and practice
- theories and methods relating to the assessment of need and the identification of preferred outcomes, including the role of negotiation and mediation
- theories and methods of promoting participation in different circumstances and with different carers and families
- methods of mapping resources, strengths, limitations and gaps when assessing need and identifying preferred outcomes and prioritising options
- how to evaluate when additional or specialist assessment is required
- how to write reports
- how to prepare for and make presentations
- to whom you should report any unmet needs and any risks arising from unmet need
- the principles of needs-led assessment
- why the ability to listen effectively is important
- why it is important to identify and take account of the strengths of carers and families as well as their vulnerabilities, needs and circumstances
- why it is important to record instances where preferred options are not feasible due to the policy of your own agency or other service providers or resource constraints
- why it is important to give due weight to individual preference
- the types of support available to carers and families such as self-help groups, counselling, respite, and how to access these
- the range of factors that need to be taken into account when making an assessment
- ways in which the physical environment in which interviews and discussions take place can influence the participation of carers and families
- the reasons why conflicts of interest may arise between the individual's needs and those of carers/families
- how to communicate clearly and effectively
- how to facilitate participation in the process by individuals
- how to decide on the relevance and importance of information gathered and to evaluate and prioritise different aspects of need
- how to take account of social, economic, physical, cultural, religious and gender factors when making an assessment of needs

HSC428   **Develop, implement and review programmes of support for carers and families**

Elements of Competence

HSC428a   Obtain information about the needs of carers and families
HSC428b   Develop programmes of support for carers and families
HSC428c   Implement programmes of support for carers and families
HSC428d   Review the effectiveness of support programmes with carers and families

About this unit[1]
For this unit you need to be able to develop, implement and review programmes of support for carers and families of individuals.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Details are planned, recorded and communicated in relation to: aims and objectives; resource requirements; timescale and scheduling; allocations of roles and responsibilities; monitoring processes to be applied; evaluation and review criteria and process.
Information you collect will include: reports of interviews and discussions with carers and families; formal and informal assessment records; reports from other service providers, agencies and practitioners.
Participation is enabled through: individual consultations; group meetings and events.
Develop programmes of support for: individual carers and family members; groups of carers and family members with similar support needs.
Review process in relation to: an interim review during the course of a programme of support; an outcome review at the conclusion of a programme of support.
Review the effectiveness of programmes of support for: individual carers and family members; groups of carers and family members with similar support needs.
Support programmes for: individual carers and family members; groups of carers and family members with similar support needs.

This unit is a tailored unit from Mental Health MH7 and is transferable to Mental Health standard MH7.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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All parties	Including the individual with mental health needs, carers, family members and those providing support services. The principle of involving the individual with mental health needs in the planning of support programmes for their families and carers should be followed through but may not always be appropriate or feasible depending on the capabilities of the individual, their wishes or the wishes of the carer/family members.
Carers and families	Anyone who has an active and on-going informal role in caring for individuals, including those with a familial relationship to the individual. Partners, where they exist, would be considered as family members. Individuals may be an adult of working age, a child or adolescent or an older person.

HSC428a   Obtain information about the needs of carers and families

Performance Criteria

You need to:

1.   agree with **carers and families** on the information that can be obtained from or shared with others
2.   gather together all relevant, recorded information about the needs of carers and families as agreed with them
3.   actively involve individuals in discussions about the needs of their carers and families where appropriate and agreed with all concerned
4.   check and confirm the accuracy and currency of information provided with the relevant people
5.   ensure that all information is kept up to date and secure
6.   identify and assess the implications of any gaps in the information available and take action to obtain required information, consistent with the agreed boundaries of confidentiality, where this is likely to influence the design and planning of the support programme
7.   provide opportunities for carers and families to clarify, confirm and augment the information held about their needs, in order to ensure that it provides a complete and up to date basis on which to develop a support programme

HSC428b   Develop programmes of support for carers and families

Performance Criteria

You need to:

1.   take account of the expressed preferences of carers and families when developing programmes of support to meet their needs
2.   develop programmes of support which take account of known good practice and comply with the policies and practices of the service provider, and any relevant legislation
3.   take account of known resource availability and constraints in planning programmes of support
4.   enable individuals, carers and families to participate actively in the development process
5.   interact with carers and families in ways which demonstrate respect for their right to contribute to the development process

6. develop balanced programmes of suitable focus, nature and duration to enable the needs of carers and families to be addressed

7. identify and agree the monitoring processes and evaluation criteria to be applied in implementing and reviewing the effectiveness of the programme of support

HSC428c   Implement programmes of support for carers and families

Performance Criteria

You need to:

1. plan and record the details of the programmes of support to be provided, in accordance with organisational policies and formats and statutory responsibilities

2. ensure that details of the programmes of support are communicated to all those who need to receive them

3. clearly and unambiguously specify and allocate the roles and responsibilities of **all parties** to the programmes of support

4. enable those who will be involved in delivering the programmes of support to clarify and confirm their understanding of the programmes and their role and responsibilities within them

5. monitor the implementation of the programmes of support in an effective manner

6. act promptly and effectively to deal with any matters which arise and have the potential to disrupt the programmes of support

7. keep accurate, complete and up-to-date records of the monitoring process and of any actions taken to ensure that implementation proceeds effectively

HSC428d   Review the effectiveness of support programmes with carers and families

Performance Criteria

You need to:

1. gather all recorded information on the programmes of support and check it for relevance, accuracy, currency and reliability

2. ensure that all parties are aware of the timing of the review and have the opportunity to contribute to reviewing the effectiveness of the programmes of support

3. enable carers and families to express their views on the effectiveness of the programmes of support in a frank, honest and constructive manner

4. identify and take account of the views of other service providers, agencies and practitioners who are in a position to comment knowledgeably on the effectiveness of the programmes of support

5. ensure that the review process is conducted in a way and in an environment that facilitates active participation by carers and families

6. clearly summarise the outcomes of the review and enable all those who have contributed to it to comment on the summary

7. keep an accurate, complete and up-to-date record of the review process and decisions taken and ensure that it is stored securely

8. use the results of the review process to improve the development and implementation of current and future programmes of support

9. ensure that the results of the review process are communicated clearly to all those who need to receive them

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- relevant legislation and how this should inform the design of support programmes for carers and families
- how the legislative framework affects service provider policy and practices
- relevant legislation and its implications for the recording, storing and sharing of information
- the purpose and priorities of your own agency and other service providers and how these influence the kinds of support offered

Theory and practice
- the types of support available to carers and families such as self-help groups, counselling, respite and how to access these
- the distinction between support and family therapy/family based psychological interventions
- the range of factors that need to be taken into account when developing a programme of support
- key features and requirements of the needs of the individuals for whose carers and families support programmes are being provided
- the details which need to be specified in developing and implementing a programme of support
- different methods of enabling carers and families to participate in the development and review of programmes of support and their strengths and weaknesses
- the importance of ensuring that carers and families are actively involved in the development and review of programmes of support
- ways in which the physical environment in which interviews and discussions take place can influence the participation of carers and families
- how to communicate clearly and effectively
- how to facilitate carer/family participation in the development and review processes
- how to decide whether there is sufficient, relevant, accurate and current information to develop a programme of support
- how to decide on the relevance and importance of information gathered on the implementation of a programme of support, and use it to evaluate its effectiveness
- how to write reports

HSC429   **Work with groups to promote individual growth, development and independence**

Elements of Competence

HSC429a   Identify opportunities to form and support groups
HSC429b   Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills
HSC429c   Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work
HSC429d   Disengage from groups appropriately

About this unit
For this unit you need to work with groups to promote individual growth, development and independence.

This unit is Social Work standard 8.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role

HSC429a   Identify opportunities to form and support groups

Performance Criteria

You need to show that you:

1. assess and clarify the facilitation, leadership and co-working skills required to form and support groups

2. work with support groups to enable them to use an anti-oppressive framework within the group

3. identify:
   - organisational policy, any legal requirements, and best practice in relation to supporting groups
   - where you or **others** might help to create or support existing groups
   - where to secure help to access resources

4. discuss and agree:
   - the type of leadership required for the group
   - any other support required

HSC429b   Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills

Performance Criteria

You need to show that you:

1. contribute to the development of a positive culture in groups and group care

2. assess and balance the opportunities for individual outcomes to be achieved in groups and group care

3. identify and plan to meet the growth and development needs of **individuals** within the group

4. evaluate the processes, effects and outcomes of group and group care experiences

5. identify and take action to moderate any adverse effects on individuals from groups and group care

HSC429c   Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work

Performance Criteria

You need to show that you

1. assist groups to identify:
     - the personal, interpersonal and social outcomes
     - ways individuals may usefully participate on the basis of their strengths and needs
     - the implications of any legal requirements and duties
2. identify and take action to address any adverse effects on individuals where group participation may replicate instances of discrimination or exclusion
3. select and use appropriate theories, models and methods to help participants understand group processes
4. ensure the safety of group members
5. discuss and review the progress of individuals and the group as a whole

HSC429d   Disengage from groups appropriately

Performance Criteria

You need to show that you:

1. review your own role in group with colleagues and the group
2. identify:
     - points and stages required to disengage appropriately from the group
     - how the disengagement will be perceived
     - identify the handover processes
3. assess, select and use appropriate groupwork approaches to disengage effectively from groups

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- respect for, and the promotion of:
- each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm
    - dignity and privacy of individuals, families, carers, groups and communities
    - recognise and facilitate each person's use of the language and form of communication of their choice
    - value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice

Legislation and organisational policy and procedures
- country, UK legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information
- social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
- policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- international law and social policy, in broad terms, for the purpose of comparison
- policies, procedures and legal requirements for the security and confidentiality of information

Theory and practice
- theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
- historical perspectives of social work and social welfare
- contemporary issues and trends in social work
- demographic and social trends
- why people use social work and social care services
- psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
- range of local, and appropriate national, resources and services
- theories of group work, group care, and the sociological and psychological explanations of group behaviour in working with individuals, families, carers, groups and communities
- the contribution of different types of group work and group care to the support and development of children and adults, including groups run and controlled by the individuals themselves

- the distinctive features and the contribution of group care to the support and development of children and adults in different contexts
- the role of groups in promoting the well being of group members
- social work theories, models and methods for working with individuals, families, carers, groups and communities including:
  - principles, theories and methods of social work practice
  - theories about the impact of authority and power in the social work role
  - theories about the impact of discrimination, and methods of working with diversity
  - theories, methods and models of:
    group work and group care, including therapeutic groups
    promoting the participation of individuals, families, carers, groups and communities in planning, setting up, running and evaluation of the group
  - the impact of discrimination, disadvantage and differences in power and authority on planning, running and on group processes and group care
  - the theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- lessons learned from both serious failure of service and practice, and from successful interventions
- approaches to evidence and knowledge based practice
- theories of organisations, group behaviour and organisational change
- theories and methods of promoting personal, social and emotional well being

HSC430 **Support the protection of individuals, key people and others**

Elements of Competence

HSC430a Support individuals to identify and take action to deal with situations, events and behaviour that may result in danger, harm and abuse

HSC430b Support individuals to evaluate and provide feedback on actions to manage the risk of danger, harm and abuse

HSC430c Monitor and evaluate systems to protect individuals

About this unit[1]
For this unit you will need to support individuals, key people and others to identify, manage risks and monitor and evaluate systems to protect individuals, key people and others from danger, harm and abuse.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.
Communicate 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.
Danger could be: imminent; in the short term; in the medium term; in the longer term.
Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.
Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to:
* legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
* your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
* the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
* the need to be able to solve problems and resolve conflicts
* the need to be able to evaluate, assess situations and act appropriately
* systems and processes within your own and across other organisations, and
* the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abuse	Abuse is causing physical, emotional and sexual abuse; financial abuse; bullying; self-harm or reckless behaviour to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Harm	The effects of an individual being physically, emotionally, or sexually injured or financial abused
Evidence	This may be research based evidence and/or knowledge based evidence
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC430a   Support individuals to identify, and take action to deal with situations, events and behaviour that may result in danger, harm and abuse

Performance Criteria

You need to:

1. work with **individuals**, **key people** and **others** to identify the type of situations, events and personal crises that might result in **danger**, **harm** and **abuse**

2. develop positive, trusting and sensitive relationships with individuals, key people and others to enable them to communicate their fears and knowledge of potential and actual danger, harm and abuse

3. evaluate your own behaviour and actions to ensure that they do not cause, lead to or create situations that may lead to danger, harm and abuse

4. support individuals and key people to identify situations that might result in danger, harm and abuse

5. work with individuals to identify and help prevent their behaviour resulting in danger, harm and abuse to themselves and others

6. identify and take action, when safe to do so, when changes in behaviour and situations may lead to aggression, danger, harm and abuse

7. identify and diffuse, where possible and safe to do so, situations that might result in danger, harm and abuse

8. agree with individuals and key people the procedures to follow when situations, events and behaviour occur that could lead to the **risk** of danger, harm and abuse

9. take action that:
   - is appropriate to the significance of the perceived and actual risk
   - is consistent with protection procedures
   - enables specialists to appraise risks
   - does not exasperate the situation or behaviour of individuals, key people and others

HSC430b   Support individuals to evaluate and provide feedback on actions to manage the risk of danger, harm and abuse

Performance Criteria

You need to show that,

1. you work with individuals and key people to identify and communicate how they can monitor and review the effectiveness of actions to prevent danger, harm and abuse

2. you support individuals and key people to:
   - provide feedback about the effectiveness of their own, yours and the actions of others in preventing situations and behaviour that may lead to the risk of danger, harm and abuse
   - identify any actions that have been ineffective and need changing
   - identify what they have learnt from incidents and events leading to situations and behaviour that has led to the risk of danger, harm and abuse

3. you support individuals to identify, agree and use alternative approaches to manage risks and protect themselves from danger, harm and abuse

4. you seek additional support to address situations, actions and behaviour that are outside your competence and role to deal with

HSC430c   Monitor and evaluate systems to protect individuals

Performance Criteria

You need to:

1. monitor the effectiveness of systems to protect people and minimise risks of danger, harm and abuse

2. support individuals and key people to:
   - identify the strengths of current systems for their protection
   - highlight areas that need improving

3. ensure that all involved with procedures and practices for the protection of people can access and understand information about:
   - your own and their roles and responsibilities in relation to the protection of individuals, key people and others
   - the legal and organisational requirements for the protection of staff, individuals, key people and others
   - who can have access to information about actual and suspected danger, harm and abuse
   - how to avoid actions and statements that could adversely affect the use of evidence in future investigations and court whilst giving priority to the protection of the individual

4. work with individuals, key people and **others** to identify the procedures and practices for the protection of individuals, key people and others that are effective, those that need improving and areas where new procedures and practices need to be introduced

5. evaluate your own and observe and challenge the ineffective practice of others when dealing with the protection of individuals, key people and others from danger, harm and abuse

5. ensure that legal and organisational requirements for the protection of individuals are complied with, taking appropriate action to deal with non-compliance

6. use **evidence** to record, report and suggest changes to systems for the protection of individuals in accordance with:
   - your role and responsibilities
   - confidentiality agreements
   - legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when supporting the protection of individuals from danger, harm and abuse
- knowledge and practice that underpin the holistic person-centred approach which enable you to work in ways that:
    - place the individuals' preferences and best interests at the centre of everything you do
    - provide active support for the individuals
    - recognise the uniqueness of individuals and their circumstances
    - empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks from danger, harm and abuse
    - how to ensure that you and others for whom you are responsible, protect the rights and the interests of individuals taking account of any limitations on the individual's rights
    - how to manage ethical dilemmas and conflicts for individuals, those who use services and staff when supporting the protection of individuals from danger, harm and abuse
- how you and others for whom you are responsible can and should use relationships to promote individuals' rights, choices and well-being whilst protecting them from the risk of danger, harm and abuse
- how to challenge, and support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory when protecting individuals from danger, harm and abuse

Legislation and organisational policy and procedures
- regulation, codes of practice and conduct relevant to yourself and others codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when supporting the protection of individuals from danger, harm and abuse
- current local, UK legislation and organisational requirements, procedures and practices for:
    - data protection
    - health and safety
    - risk assessment and management
    - employment practices
    - protecting individuals from danger, harm and abuse
    - making and dealing with complaints and whistle blowing
    - multi-disciplinary and multi-agency working
    - your responsibility for keeping yourself, individuals and others safe
- the identification and management of risk to individuals, key people and others
- any special provisions relating to the individuals because of their age or conditions
- key government initiatives which affect the organisational practices when supporting the protection of individuals from danger, harm and abuse
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for the protection of individuals
- how different philosophies, principles, priorities and codes of practice can affect inter-

agency and partnership working when supporting the protection of individuals from danger, harm and abuse

- the purpose of and arrangements for you to provide and receive supervision
- how to access and record information about risks and incidents of danger, harm and abuse, electronically and manually

Theory and practice

- how and where to access literature, information and support to inform your own and colleagues' practice about the protection of individuals from danger, harm and abuse
- an up-to-date knowledge of:
  - o the literature related to best practice in the protection of individuals from danger, harm and abuse
  - o government reports, inquiries and research relevant to the protection of individuals from danger, harm and abuse
  - o government reports, inquiries and research into serious failures to protect individuals, families, carers and key people from danger, harm and abuse
  - o theories about:
  - o different perceptions of risks and its management among professionals, in different contexts and communities
- psychological and social explanations of behaviour that presents a risk to individuals, key people, carers and communities
- management of risk with individuals, key people and others
- the identification and management of risks to organisations
- how power and influence can be used and abused when supporting the protection of individuals from danger, harm and abuse
- knowledge of the physical, emotional and health conditions of the individuals with whom you and others are likely to work, how the conditions can affect individuals' behaviour
- methods of supporting other staff to observe and use best evidence and knowledge based practice in their work to protect individuals from danger, harm and abuse
- working in integrated ways to promote the protection of individuals from danger, harm and abuse
- different definitions of risk, factors that cause risks and those that ensure safe and effective care for individuals
- how to identify and what the signs and symptoms of danger, harm and abuse may be generally, and specifically with the individuals with whom you and your colleagues are working
- the correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed and how to record and report incidents and disclosures
- the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence
- methods about mentoring colleagues, and supporting individuals and key people to:
- express their wishes, needs and preferences and identify risks of possible danger, harm and abuse
- understand and take responsibility for promoting their own health and well-being and any associated risks
- assess and manage risks to their health and well-being
- prevent, minimise and reduce risks
- use their strengths and experience to promote their protection of individuals from danger, harm and abuse
- address behaviour that presents a risk to them
- learn new ways of responding to risks of and incidents of danger, harm and abuse
- how and where information communication technologies can and should be used for carrying out your work activities and recording and reporting information relating to the protection of individuals from danger, harm and abuse

HSC431   Support individuals where abuse has been disclosed

Elements of Competence

HSC431a   Support individuals who disclose abuse
HSC431b   Support individuals who have been abused

About this unit[1]
For this unit you will need to support individuals who have disclosed abuse and who have been abused.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisation and legal procedures; putting undue pressure on individuals.
Communicate 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.
Dangerous acts could be: imminent; in the short term; in the medium term; in the longer term.
Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour.
Key people include: family; friends; carers; others with whom the individual has a supportive relationship.
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.
Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit

HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

_____

Abuse	Abuse is causing physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Dangerous acts	Acts that could lead to the possibility of harm and abuse happening
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
Evidenced	This may be research based evidence and/or knowledge based evidence
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Are other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to: - be respected - be treated equally and not be discriminated against - be treated as an individual - be treated in a dignified way - privacy - be protected from danger and harm - be supported and cared for in a way that meets their needs, takes account of their choices and protects them - access information about themselves - communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm or abuse arising from anything or anyone

HSC431a   Support individuals who disclose abuse

Performance Criteria

You need to:

1. develop working relationships and trust with **individuals** that enable them to feel that they can communicate with you about the **dangerous**, harmful and abusive acts of **key people** and **others**

2. make clear to individuals that anything that is communicated about dangerous, harmful and abusive acts will need to be shared with other people and organisations, according to legal and organisational requirements and procedures

3. support individuals to understand who you need to share any information with and why this may be necessary

4. support individuals to disclose any **harm and abuse** that they have been subjected to, at their own pace and using their own form of communication

5. ensure that your own actions do not adversely affect the use of evidence in future investigations and court, whilst giving priority to the protection of individuals

6. respect individuals' right to privacy and confidentiality when they are disclosing abuse, within legal and organisational confidentiality requirements

7. where you and/or individuals require additional support, access appropriate people and services to meet the individuals' needs and the type of abuse that has been disclosed

8. complete timed and dated **evidenced** records and reports on incidents, disclosures and/or suspicions of harm and abuse, in a format appropriate to any requests, which:
   - clearly distinguish between observed evidence, information provided by individuals and that gathered from other sources
   - are capable of forming the basis of evidence in future investigations and in court
   - avoid statements that could adversely affect the use of evidence in future investigations and court
   - are accurate, legible and comprehensive

HSC431b   Support individuals who have been abused

Performance Criteria

You need to:

1. seek and acquire information and support to enable you to support individuals who have been abused

2. where past abuse has implications for the individual's behaviour ensure you seek and involve specialists

3. where individuals' behaviour and conditions give cause for concern, immediately seek advice from appropriate people and organisations

4. work with individuals to identify and agree how you and others can support them to comes to terms with, and move on from the distress, fear and anxieties caused by the harm and abuse

5. work in partnership with other agencies and professions, involving appropriate specialists to:
   - provide the best possible support for individuals
   - understand and examine any implications arising from the harm and abuse that individuals have suffered

6. offer continued support to individuals or make arrangements for others to do so

7. work and communicate with individuals who have been harmed and abused avoiding actions and statements that could adversely affect the use of evidence in future investigations and court

8.   use supervision to provide support you need to enable you cope with your thoughts and feelings when supporting individuals who have been harmed and abused

9.   record, report and pass on information on the processes and outcomes of your work with individuals:
- avoiding actions and statements that could adversely affect the use of evidence in future investigations and court
- within confidentiality agreements
- according to legal, organisational, inter-agency and partnership requirements

10.   use supervision to:
- communicate what happened and discuss your actions
- help you cope with your thoughts and feelings about the suspected harm and abuse

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when supporting individuals where abuse has been disclosed
- knowledge and practice that underpin the holistic person-centred approach which enable you to work in ways that:
  o place the individual's preferences and best interests at the centre of everything you do
  o provide active support for the individuals
  o recognise the uniqueness of individuals and their circumstances
  o empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks from danger, harm and abuse
  o how to ensure that you and others for whom you are responsible protect the rights and the interests of individuals taking account of any limitations on their rights when supporting individuals where abuse has been disclosed
- how to manage ethical dilemmas and conflicts for individuals, those who use services and staff when supporting individuals where abuse has been disclosed
- how you and others for whom you are responsible can and should use relationships to support individuals where abuse has been disclosed
- how to challenge, and support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory when supporting individuals who have disclosed abuse

Legislation and organisational policy and procedures
- regulation, codes of practice and conduct relevant to yourself and others codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when supporting individuals where abuse has been disclosed

- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection
  - health and safety
  - risk assessment and management
  - employment practices
  - disclosure of abuse and the actions to take
  - protecting individuals from danger, harm and abuse
  - making and dealing with complaints and whistle blowing
  - multi-disciplinary and multi-agency working
  - your responsibility for keeping yourself, individuals and others safe
  - the identification and management of risk to individuals, key people and others
  - any special provisions relating to the individuals because of their age or conditions
- key government initiatives which affect organisational practices when supporting individuals where abuse has been disclosed
- how to access, evaluate and influence organisational and workplace policies, procedures and systems about working with individuals who have disclosed abuse
- how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when supporting individuals where abuse has been disclosed
- the purpose of and arrangements for you to provide and receive supervision
- how to access and record information about risks and incidents of danger, harm and abuse, electronically and manually

Theory and practice
- how and where to access literature, information and support to inform your own and colleagues practice about dealing with individuals where abuse has been disclosed
- an up to date knowledge of:
  - the literature related to best practice in dealing with the disclosure of abuse and working with individuals who have been abused
  - government reports, inquiries and research relevant to the disclosure of and dealing with individuals who have disclosed harm and abuse
  - government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people, and of incidents and procedures relating to the disclosure of danger, harm and abuse
- theories about:
  - abuse, its disclosure and how to support those who have disclosed abuse
  - physical and mental health issues, learning difficulties and age that can make it difficult for you, key people and others recognising harm, danger and abuse to individuals
  - the way relationships can support individuals to enable them to confide what is happening/has happened to them
  - working with individuals who are distressed, fearful and uncertain about what will happen to them
  - how people carrying out abuse can conceal what is happening
- power relationships and how these can be used and abused, especially in relation to dealing with disclosures of and working with people who have been abused
- knowledge of the physical, emotional and health conditions of the individuals with whom you and others are likely to work, how conditions can affect the individuals' behaviour and methods of supporting other staff to observe and use best evidence and knowledge based practice in their work with individuals who have been and have disclosed harm and abuse
- working in integrated ways to support individuals who have been harmed and abused
- ways of ensuring the management of the risks and future protection of individuals being subjected to further danger, harm and abuse
- different definitions of risk, factors that cause risks and those that ensure safe and

effective care for individuals

- how to identify and what the signs and symptoms of danger, harm and abuse may be generally, and specifically with the individuals with whom you and your colleagues are working
- range of abuse individuals may experience and the affect this can have on their behaviour and social and emotional well-being
- ways that are effective when working with individuals who have been harmed and abused, those that are less effective and those that should not be used
- actions to take, dependent on the processes and outcomes of your work with abused individuals
- local facilities and refuges for abused individuals and how to acquire information on and access into these for people who have been abused
- the reason why it is important to communicate and ensure that individuals understand the actions you are going to take and the reasons for taking them
- the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
- the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
- how and where Information Communication Technologies can and should be used for carrying out your work activities and recording and reporting information relating to the dealing with and supporting individuals through disclosure of harm and abuse

HSC432   **Enable families to address issues with individuals' behaviour**

About this unit

For this unit you need to enable families to address issues with individuals' behaviour (such as aggression, behaviour that exposes the individual or others to risk, substance abuse, bullying). The main reason for undertaking this work is as a preventive measure to address behaviour before it becomes problematic and tending towards self-harm, harmful to others or triggers crisis situations within the family. It involves working with families to enable them to understand the reasons for the individual behaving in a certain way and the context of the behaviour. You enable families to support the individual to address their current ways of behaving and develop positive alternatives. You will have an important role in enabling families, and through them the individual, to develop an insight into their behaviour.

The term 'families' has been used to encompass the parents, relatives and significant others who are centrally involved with the individual including those who are in loco parentis to children and young people (including local authorities).

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Changes in: the individual's behaviour; the needs and circumstances of the family; the broader social context.

Factors in relation to: the individual's personal beliefs and preferences, eg membership of a political group; the individual's educational and employment background; the individual's age and stage of development; the gender of the individual; the mental and physical health of the individual; social factors, eg peer group contact, discrimination; aspects of their personal circumstances ,eg history of abuse, neglect, changes in the family structure or relationships, changes in social and other contexts outside the home; environmental and material aspects, eg social deprivation.

Others: education and training organisations; mental health agencies; voluntary agencies that the individual might engage with; self-help and/or community groups.

Support: training and development; coaching and mentoring; information, advice and guidance; material resources.

This is Skills for Health Standard MH11

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Stages of their development	May be age-related and/or related to the individual's mental health or developmental stage
Families	Used to include the parents, relatives and significant others who are centrally involved with the individual including those who are _in loco parentis_ to children and young people (including local authorities)

HSC432　　　　Enable families to address issues with individuals' behaviour

Performance Criteria

You need to:

1. discuss with the family the concerns they have about the individual's behaviour and the issues that the behaviour causes for them and for others
2. enable families to understand:
    - the nature of mental health problems within the family and how these may impact on relationships and behaviour
    - how individuals are likely to behave at different **stages of their development**
    - the benefits of different types of behaviour
    - the factors that may have contributed to the individual's behaviour
    - the extent to which the behaviour is problematic or a natural part of development
3. evaluate the family's and individuals' (within the family) understanding, willingness, confidence and commitment to address the behaviour of the individual
4. evaluate the risks to the individual and their family of addressing or not addressing their behaviour
5. discuss and agree with **families**:
    - what they will have to do to address the behaviour of the individual
    - the commitment to the process that they will need to make
    - the impact that it may have on their own behaviour and how they relate to the individual
    - the support that will be available to them
    - when and how the process will be reviewed
6. record accurately, legibly and completely:
    - the commitments that families make to addressing the behaviour of the individual
    - the support that has been agreed to help them do so
    - how the work will be reviewed
7. provide accurate information to families on:
    - the support that will be available to them
    - how and when they should contact you
    - how your work relates to that of others
8. interact with families and individuals throughout in a manner which:
    - models good behaviour and communication
    - is appropriate to the background, culture, circumstances and needs of the individual and the family
    - encourages an open exchange of views
    - minimises any constraints to communication
    - is free from discrimination and oppression

- enables individuals to make their own contribution
9. provide appropriate support to the family of the individual taking account of:
    - the family's experience and understanding
    - their confidence in being able to change the individual's behaviour
    - the nature and history of the relationships in the family and how these affect the individual and other family members
    - the behaviour of the individual
10. encourage families to seek further advice and support when they are in need of it
11. maintain ongoing contact and monitor the well being of families as they seek to address the individual's behaviour, responding to any queries, concerns and lack of perceived progress that they have
12. offer constructive and positive feedback on the work which families and individuals make in addressing behaviour, enable them to see how far they have progressed and the benefits that it brings.
13. monitor how the work families are undertaking with individuals is progressing
14. encourage families and individuals to offer feedback on:
    - the progress the individual is making
    - the effectiveness of the family acting in a different way to the individual
    - their feelings about what has happened
15. identify significant **changes** in discussion with the family and the individual and the impact of these changes on the individual
16. agree with families and the individual whether there is a need for continued support and if so, the nature of it
17. record information accurately and completely and store it safely
18. communicate information to others who have the right and need to know at a time, and in a manner, which is of maximum benefit to them

Knowledge Specification for the whole of 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 apply:

Working with families

K1 A working knowledge of the nature and structure of families and how these differ according to context and culture

K2 A working knowledge of the significance of the relationships within families

K3 A working knowledge of family's central role in the development and welfare of all family members including individuals with mental health needs

K4 A working knowledge of how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others (e.g. it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in oneself

K5 A working knowledge of behaviours which demonstrate value for others and those which do not

K6 A working knowledge of the impact of the broader social environment on families and individuals (e.g. area of material deprivation, poor housing, poverty)

K7 A working knowledge of how others may be affected by individual's behaviour - practically, emotionally, socially

K8 A working knowledge of strategies to constructively challenge individual's behaviour and promote pro-social alternatives

K9 A working knowledge of how to gauge families' level of interest and willingness to address individual's behaviour; the support, information and resources which people may need, what is available from your own agency and from other agencies, and how to access them

K10 A working knowledge of ways of encouraging and supporting families to take an active role to address an individual's behaviour; the options for supporting families that you considered and the reasoning processes you used in determining the most appropriate options for the people and the individuals concerned

K11 A working knowledge of the conflicts of interest there may be between the needs of families and individual family members; methods of handling tensions between people and the individuals with whom you are working

Working with individuals

K12 A working knowledge of normal patterns of physical, social, psychological and emotional development and the ways in which such development can be affected by mental illness

K13 A working knowledge of the relationship between physical, social, psychological and emotional development and behaviour and associated patterns

K14 A working knowledge of the effect of family relationships on the physical, social, psychological and emotional development of individuals

K15 A working knowledge of the need for individuals to develop their own views and thoughts and become independent, especially children and young people and those with mental health needs

K16 A working knowledge of the effects of families on individuals particularly when they have their own issues and needs (e.g. mental health, substance use)

Working within the sector

K17 A working knowledge of how to use legislation, guidelines of good practice, protocols, charters and service standards in work with individuals and their families

Working to improve agency practice

K18 A working knowledge of the role of your agency and its services and how they relate to other agencies and services in the sector

K19 A working knowledge of the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made.

Working to improve individual practice

K20 A working knowledge of your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

K21 A working knowledge of how you have applied the principles of equality, diversity and anti-discriminatory practice to your work

K22 A working knowledge of the options you considered in your work and the reasoning processes you used in relating to different families and individuals within those families.

HSC433   **Develop joint working agreements and practices and review their effectiveness**

Elements of Competence

HSC433a   Establish requirements for joint working
HSC433b   Agree and review joint working agreements and practices
HSC433c   Identify and work within the boundaries, roles and responsibilities of joint working agreements and practices

About this unit[1]
For this unit you will need to develop and maintain appropriate relationships to enable joint working agreements and practices to be effective.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communication and language requirements 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.
Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC433a   Establish requirements for joint working

Performance Criteria

You need to:

1.   identify where you and your organisation could work with other departments, agencies and organisations to provide more effective services for **individuals** and **key people**

2.   identify gaps in experience and expertise within your own organisation and negotiate how these could be filled by people from other departments, agencies and organisations

3.   identify areas where the experience and expertise of people from other departments, agencies and organisations could enhance that of staff from your own department, agency or organisation

4.   seek, identify and access accurate and up to date information about workers, organisations and agencies who can help you and your organisation deliver more effective services

5.   identify relevant people and organisations with whom you could collaborate and work jointly to deliver more effective services

6.   evaluate and agree with the appropriate people, departments, agencies or organisations the need and purpose for establishing joint working agreements

HSC433b   Agree and review joint working agreements and practices

Performance Criteria

You need to:

1.   contribute to identifying and agreeing:
     - contact arrangements
     - how you will work with other people, departments, agencies and organisations
     - the roles and responsibilities of all within the joint working agreement, including who should have lead responsibility
     - the aims and needs of all involved
     - the arrangements for working with the individuals and key people
     - the potential opportunities and benefits from joint working agreements and practices

2.   ensure that any joint working arrangements comply with legal, regulatory and organisational policies and practices

3.   explore any areas of potential conflict and overlap developing strategies, procedures and practices to deal with them

4.   agree strategies to maintain the confidentiality and security of information ensuring they comply with:
     - legal and organisational requirements, policies and procedures of the departments, organisations and agencies
     - any professional and regulatory codes

5.   share essential information across organisational boundaries:
     - within agreed protocols
     - within confidentiality agreements
     - according to legal and organisational requirements

6.   work with all involved to identify how joint working practices will be reviewed, identifying:
     - the criteria to be used
     - the roles and responsibilities of all involved
     - the timescales for any review activities

7.   contribute to the review of joint working agreements and practices according your role and responsibilities and the agreed criteria and timescales

8.   work with all involved within joint working agreements to make adjustments that will improve the effectiveness of, and the outcomes from joint working agreements and practices

HSC433c   Identify and work within the boundaries, roles and responsibilities of joint working agreements and practices

Performance Criteria

You need to:

1.   clarify boundaries, roles and responsibilities for providing health and care services
2.   ensure that any work that you agree to undertake complies with:
     - legal and organisational policies and procedures
     - communication and language requirements for those with whom you are working and for individuals and key people
     - any professional and regulatory codes to which you have to comply

3. contribute to:
   - agreeing activities for team members which makes best use of their individual preferences and abilities
   - identifying and integrating the skills, values, perspectives and experience of wider team members
   - setting up and using systems to monitor, review and evaluate the effectiveness of the joint working procedures and practices
   - ensuring that commitments of team members are realistic
   - re-negotiating commitments that are not able to be honoured
4. carry out your allocated and agreed work
5. where reviews indicate that changes in working practices would improve the service and/or save resources, negotiate such changes with all involved

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when developing joint working agreements and practices and reviewing their effectiveness
- knowledge and practice that underpin the holistic person-centred approach which enable you to establish and work jointly in ways that:
- place the individual's preferences and best interests at the centre of everything you do
- provide **active support** for the individuals
- recognise the uniqueness of individuals and their circumstances
- empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks from danger, harm and abuse
- how to manage ethical dilemmas and conflicts between the values, principles and views of joint working group members on how individuals and key people should be treated
- how stereotypical assumptions can affect joint working and ways in which you can minimise your own stereotypical assumptions
- how differing values and perspectives of other agencies and workers affect the possibilities for joint working
- the impact of organisational structure and culture upon the policy and practice of inter-agency working
- how to effectively challenge information, documents, systems, structures, procedures and practices that are discriminatory when establishing joint working agreements and working jointly to provide services

Legislation and organisational policy and procedures
- regulation, codes of practice and conduct relevant to yourself and others codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when developing joint working agreements and practices and reviewing their effectiveness

current local, UK legislation and organisational requirements, procedures and practices for:
- o data protection
- o health and safety
- o risk assessment and management
- o employment practices
- o protecting individuals from danger, harm and abuse
- o making and dealing with complaints and whistle blowing
- o multi-disciplinary and multi-agency working
- o co-operation, collaboration, and co-ordination of services and service planning between agencies
- developing joint working agreements and practices,
- key government initiatives which affect the organisational practices when working jointly with other departments, agencies and organisations
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for joint working
- how different philosophies, principles, priorities and codes of practice can affect interagency and partnership working
- policies, practices and procedures of other organisations and workers which affect the opportunities and boundaries of joint work
- Theory and practice
- how and where to access literature, information and support to inform your colleagues' practice about joint working
- an up to date knowledge of:
  - o the literature related to best practice in joint working
  - o government reports, inquiries and research relevant to joint working
  - o government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people when departments, agencies and organisations have been working jointly
- theories of:
  - o communication and inter-action required for effective joint working
  - o collaborative working
  - o inter-disciplinary and inter-agency working
  - o conflicts and dilemmas
  - o stress and how it can affect behaviour
- power relationships and how these can be used and abused when working jointly
- the differences between inter-disciplinary, inter-agency and multi-disciplinary and multi-organisational working and how these can affect joint working agreements
- methods of working jointly to support individuals and key people to:
  - o express their wishes, needs and preferences
  - o understand and take responsibility for promoting their own health and well-being
  - o identify how their care needs should be met
  - o assessing and managing risks to their health and well-being
- the use of evidence based practice to:
  - o justify your actions and decisions
  - o record and report processes and outcomes of your work
  - o how the following factors and others relevant to your area of practice could benefit or hinder joint working including: work practice, aims and objectives, management, decision making and resource allocation processes, statutory requirements for reporting and accountability; differing perceptions of the focus or importance of the work or of individuals' needs
- ways of negotiating, gaining agreement for and working within joint working agreements and practices
- concepts of co-operation, collaboration, co-ordination and conflict
- individuals' styles of inter-action and how these can affect joint working
- criteria to be considered when deciding the appropriate level of contact with other

departments, agencies and organisations

- why individuals in your own and other organisations need to be informed about changes to established joint working practices

HSC434   **Maintain and manage records and reports**

Elements of Competence

HSC434a	Maintain records and reports
HSC434b	Provide evidence for judgements and decisions
HSC434c	Implement legal and policy framework and protocols for access to records and reports
HSC434d	Share information with individuals, families, groups and communities

About this unit

For this unit you need to be able to manage, present and share records and reports. The records and reports relate to your work with or on behalf of individuals and for supervision and teamwork.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Accessed and shared information: electronically; as paper-based documents.

Judgements and decisions relating to: individuals, families, groups and/or communities; supervision and teamwork.

Policies and protocols relating to: content; format; frequency; confidentiality; security.

Records and reports relating to: the needs of individuals and their carers and families; service provision, including unmet need; individuals, families, groups and/or communities; for supervision and teamwork.

This unit was tailored from Mental Health standard A7 (February 2003) it is included in Skills for Health MH suite. It was originally derived from Social Work standard 16.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Others	Those with whom you work including individuals, families, friends, carers, groups, communities, colleagues within your organisation and other practitioners
Teamwork	Includes multi-disciplinary and multi-agency teams, partnerships, joint working between teams that include individual, family group or community based support, as applicable to your work role and practice.
Action taken	Associated with your own practice, the practice of others, organisational practices and procedures, action related to the provision and services, and actions related to the recording systems and practices

HSC434a   Maintain records and reports

Performance Criteria

You need to show that you:

1. identify legal, organisational and inter-agency policies and protocols for recording and reporting

2. clarify any uncertainties about recording and reporting with your line manager or professional supervisor

3. use recording and reporting procedures, including the use of information and communication technology, to produce records and reports that:
   - reflect best practice
   - are accurate, concise, objective, understandable, legible and accessible
   - promote the participation of service users and others in planning, carrying out and reviewing the effectiveness of provision and services in:
   - meeting their needs
   - identifying and exposing gaps in resources and services and unmet need
   - promoting human growth, development and independent living
   - countering disadvantage, discrimination and social exclusion
   - document conflicts, disagreements, unmet needs and any risks associated with these

4. maintain and update records according to legal, organisational and inter-agency policies and protocols

HSC434b   Provide evidence for judgements and decisions

Performance Criteria

You need to show that you:

1. clearly and accurately record:
   - judgements and decisions
   - the evidence on which the judgements have been based
   - where judgement is based on informed opinion

2. record other evidence and reports which:
   - support your judgements and decisions
   - conflict with your judgements and decisions
   - clarify events and decisions

3. check and agree the accuracy of the records and evidence with all concerned in the decision making process, and acquire the appropriate signatures, if required

4. record and report any disagreements and actions taken to resolve these

HSC434c   Implement legal and policy framework and protocols for access to records and reports

Performance Criteria

You need to show that you:

1. identify legal and organisational requirements for confidentiality, access and security of reports and records

2. balance confidentiality requirements with the need for openness

3. clarify policy and best practice for method of dissemination

4. disseminate records and reports according to legal and organisational requirements and agreements with service users and others

5. store records and reports:
    *   in a way that facilitates retrieval and sharing of information
    *   according to legal and organisational procedures for security.

HSC434d   Share information with individuals, families, groups and communities

Performance Criteria

You need to show that you:

1. identify:
    *   legal, organisational and inter-agency requirements for the sharing of information, including the need to maintain privacy, confidentiality and security of information
    *   the criteria for sharing information including:
    *   how the information will be accessed and shared
    *   the frequency with which information will be shared
    *   feedback and review mechanisms appropriate to the target audience for the information

2. share records and reports with others according to legal, organisational and inter-agency requirements and the criteria set

3. receive, discuss and take action in response to feedback from those who receive your records and/or reports

4. maintain records of:
    *   views on progress or the lack of it
    *   areas of disagreement and conflict
    *   any actions arising from feedback received

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

- awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- respect for, and the promotion of:
  - each person as an individual
  - independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, groups and communities
  - valuing, recognising and respecting the diversity, expertise and experience of individuals, families, groups and communities
- maintaining the trust and confidence of individuals, families, groups and communities by communicating in an open, accurate and understandable way
- listening to, respecting, promoting and balancing the views and wishes of individuals, families, groups, communities and other practitioners
- challenging, through your practice: discrimination, racism, disadvantage and other forms of inequality and injustice

Legislation and organisational policy and procedures

- local, UK legislation, statutory codes, standards, frameworks and guidance relevant to mental health practice and related fields, including multi-disciplinary and multi-organisational practice on accountability and continuing professional development, data protection and confidentiality of information
- roles, responsibilities, procedures and timetables for recording, report writing, researching, storing, and disseminating information within the organisation and with other relevant organisations
- mandatory and discretionary destinations for reports and records including agreements between organisations and service users
- organisational policies, protocols and practices for the security and confidentiality of information and the sharing of information with other agencies

Theory and practice

- relevant theories on multi-disciplinary and multi-organisational reporting and recording and the differential impact of the status and power of professions and organisations
- methods of and reasons for mediation and complaints procedures, your responsibility in providing information about them and your role and that of individuals, families, groups and communities in accessing and using them
- best practice guidance on accessible language, evidence supporting professional judgement, recording differences and conflicts of fact and opinion
- knowledge and utilisation of electronic and information technology systems for recording and report writing
- methods of:
  - recording and report writing for different purposes in care practice and evaluation of their effectiveness
  - involving service users in report writing and recording to promote human growth, development and independent living
- In your specific area of practice:
  - reviews of knowledge and practice guidance in relation to records and reports

- o lessons learned from inquiries into serious failure of services and practice
- o guidance from professional and specific policy organisations
- o approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts

LMC A1   Manage and develop yourself and your workforce within care services

Elements of Competence

LMC A1.1   Manage and develop self in management and leadership roles
LMC A1.2   Manage and develop workers through supervision and performance reviews
LMC A1.3   Lead and manage continuous improvement in the provision
LMC A1.4   Enhance the quality and safety of your provision through workforce development

About this unit
This unit is for leaders and managers of care services. It is about managing and developing yourself and your workers. It involves the need to supervise and conduct performance reviews/appraisals of workers and to lead and manage in ways that continuously improve the provision. Finally, it covers the enhancement of the provision through workforce development

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items
Continual change could include: change that is rapid and has an immediate impact on the provision; change that is expected and can be planned for; change to the needs and circumstances of people; change to the services within the provision; change to employment patterns and practices; change in workers
People include:
- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Performance reviews could include: appraisals, evaluation of people's performance in relation to workplans and targets; they can be formal and informal
Preferred communication methods and language including: people'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; pre-verbal utterances in infants and young children
Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity
Specialist supervision could include: supervision by peers; therapeutic supervision; clinical supervision
Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer term future.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards <u>and to refer back to this section</u> as required**.

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Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Delegate	The appropriate allocation of specific areas of work and responsibility to others where it is appropriate to the needs of the provision. It includes the allocation of work: from your own workload where you retain overall responsibility; to enable the development of individual workers and teams and where workers have specialist expertise and skills
Duty of care	A duty owned by one to another to take reasonable care not to cause physical, emotional or economic damage
	Duty of Care in Employment: both employer and employee have a common law duty of care to each other, to other employees and to those who may be affected by their activities. This includes exercising reasonable care in order to protect others from the risks of injury, death or health problems, or economic loss or harm
Evidence-based practice	Practice that is based on evidence drawn from people, workers, research, organisational and policy expertise
Feedback	Information given in response to an enquiry or request; it can be in a variety of communication formats
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Group learning	Formal and informal learning with others within or outside the provision, e.g. workers development programmes, training courses or special interest groups
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible that supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision

Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Performance reviews	Formal meetings where workers' performance is discussed, reviewed and appraised. They are carried out in accordance with legal, regulation, inspection, service and provision requirements. The purpose is to appraise how the worker has demonstrated competence in their job role and against agreed work objectives and to identify personal learning and development needs and career progression
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include: • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include: • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Positive supervision and review environment	A positive environment for supervision and review promotes effective communication, exchange of information and feedback that supports the supervision and review process. They will be welcoming, spacious, private, confidential and free of interruptions
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental

Rights	The rights of: • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language
Role model	When you demonstrate best practice through your own behaviour, attitudes, actions and practice. It allows workers, people and others to emulate your model
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Supervision	A process that involves a manager meeting regularly and interacting with worker(s) to review their work. It is carried out as required by legislation, regulation, guidance, standards, inspection requirements and requirements of the provision and the service. The purpose is to monitor tasks and workload, solve problems, support workers in dealing with complex situations and moral and ethical dilemmas and to promote staff development
Specialist supervision	Can include peer, therapeutic or clinical supervision
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC A1.1   Manage and develop self in management and leadership roles

Performance Criteria

You need to show that:

1. you critically evaluate and reflect on your:
    - **management** and **leadership** style and practices to identify strengths and areas for development
    - actions when things go wrong, review whether you could have acted differently and use the experience to inform how you should act in the future
2. you seek and include **feedback** from **people**, **workers** and **relevant others** when reviewing how effectively you manage your priorities, time, workload and workflow
3. you identify how your management of priorities, time, workload and workflow could be improved
4. you update your knowledge and practice to support the efficient, effective and safe management and leadership of your **provision**
5. you use your experiences with, and your observations of, other leaders and managers to improve your practice
6. you actively seek and access **supervision**, mentoring, peer **group learning**, support, advice and **resources** to develop your leadership and management practice
7. you use information communication technology effectively to enhance your own performance
8. you review how effectively you **delegate** work

LMC A1.2   Manage and develop workers through supervision and performance reviews

Performance Criteria

You need to show that:

1. you implement systems, procedures and practices for supervision and **performance reviews** in the context of legislation, regulation, inspection and **organisational requirements**, performance management, workforce development policies and **duty of care**
2. you develop, implement and review written agreements for supervision and performance reviews
3. you ensure workers are clear about their roles, responsibilities and accountabilities generally and specifically for achieving **positive outcomes**
4. you ensure records and agreed decisions and actions from supervision and performance reviews are accurate, completed within agreed timescales and communicated appropriately
5. you support workers to:
    - reflect on issues and processes raised in supervision and performance reviews
    - act on supervision and review outcomes
    - identify areas of learning and integrate them into their development plans
    - access specialist supervision, support, advice or consultation, where required
    - review and manage workloads effectively
    - review their performance to ensure compliance with standards and codes of practice
    - identify and overcome barriers to performance
    - understand the emotional impact of their work and seek specialist support, where required
    - give and receive constructive feedback on the supervisory relationship, supervision and the review of practice
6. you create a **positive supervision and review environment** where:
    - diversity and difference is valued

- confidentiality requirements are adhered to
- clear boundaries, accountabilities and expectations are set for workers

7. you audit and develop your knowledge and skills for supervising and reviewing the performance of your own and, where required, the performance of workers from other disciplines

LMC A1.3   Lead and manage continuous improvement in the provision

Performance Criteria

You need to show that:

LMC A1.4   Enhance the quality and safety of your provision through workforce development

Performance Criteria

You need to show that:

1. you ensure that you prioritise, balance and allocate your time to enable you to, effectively:
   - work with people, workers and relevant others
   - run the provision
2. you plan, allocate, review and prioritise workloads and resources to meet present needs and plan for the future needs of the provision
3. you critically evaluate and take appropriate action in situations that might lead to conflicts, increased pressures or crises
4. you identify the skills and expertise of the current workforce, where these need to be developed, how gaps should be filled and resourced
5. you monitor and plan the development of the workforce to meet present and future needs for multi-disciplinary, integrated and collaborative working
6. you provide induction, training and development opportunities, including appropriate delegation, to:
   - support the safe and effective practice of workers
   - prepare them for new and changing roles and responsibilities
7. you listen and respond appropriately to workers who:
   - do not feel able or adequately prepared to carry out their work
   - have raised issues and highlighted tensions, dilemmas and concerns that need addressing or timely intervention to prevent escalation
8. you work with people, workers and relevant others to ensure that they:
   - are aware of, understand, can take appropriate action to challenge and can record and report on poor, unsafe and mal-practice
   - understand and can demonstrate anti-discriminatory practice
9. you observe, assess and review performance, challenge poor, unsafe and malpractice and ensure improvements in standards
10. you evaluate, record and report on the effectiveness of policies, procedures and practices to eliminate poor, unsafe and malpractice

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management 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 and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Values
• Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information in relation to managing and developing yourself and your workforce
• Knowledge and practice that underpin the holistic person-centred approach which enable you to manage and develop yourself and your workforce in ways that: o place the people's preferences at the centre of everything you do whilst considering their best interests   o ensure people have access to information about themselves in a format that they can understand   o provide opportunities for independent representation and advocacy   o use a person's preferred communication methods and language   o provide active support for people   o recognise the uniqueness of people and their circumstances   o empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
• How to critically evaluate and take informed action against discrimination when managing and developing yourself and your workforce
• How to support people, workers and relevant others to recognise and take informed action against discrimination when managing and developing yourself and your workforce
• Legislation and policy
• Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to: o your provision   o your own roles, responsibilities and accountability   o the roles, responsibilities and accountability of others in relation to managing and developing yourself and your workforce
• Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the management and development of yourself and your workforce including: o the need to achieve positive outcomes for people   o the need to safeguard and protect people from all forms of danger, harm and abuse   o employment practices for the provision and service   o your provision's governance arrangements   o data protection, recording and reporting   o making and dealing with comments and complaints to improve services   o whistle-blowing   o partnership and other types of working   o promoting your provision's services and facilities   o supervision, practice and performance   o supervision in multi-disciplinary and integrated services   o performance reviews and appraisal
• Organisational requirements for recording and reporting, in relation to your own and the development, supervision and appraisal of your workers including:

	o how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
	o how to ensure that records and reports do not contribute to labelling and stigmatisation
	o the security requirements for different records and reports
	o the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
	o types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
	o the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
	o how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports
•	How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for your own and the development of your workforce development and for supervision, appraisal and performance review
•	The legal, regulatory and service frameworks relating to the employer's duty of care
•	Systems, procedures and practices for managing workloads and their allocation
•	Impact of work pressures on the service, provision and individual and team performance
•	Factors that may lead managers and workers to take undue risks
•	The use of supervision to promote safe working practices and mutual support
•	Leadership and management theory and practice
•	How to critically evaluate and implement best practice using up-to-date knowledge of:
	o literature related to the personal, workforce and organisational development including continuous professional development, supervision, appraisal and performance review
	o leadership and management methods, principles and approaches relevant to your own development and the development of your workforce and the provision
	o government reports, inquiries and research relevant to your own development and the development of your workforce and the provision
	o evidence and knowledge-based theories and models of good practice for your own development and the development of your workforce and the provision
•	lessons learned for leadership and management of care services from successful interventions and serious failure of service and practice related to workforce development, the need for continuous professional development, supervision and appraisal
•	the experiences of people in relation to your own development and the development of your workforce and the provision
•	Performance management and quality requirements, procedures, criteria, methods and indicators relevant to your own development and the development of your workforce and the provision
•	Methods of managing and developing yourself, your workers and the provision for your provision, including:
	o how you consult with people, workers and relevant others
	o how you promote the participation and involvement of people
	o how you support, supervise and develop workers
	o the impact on the provision of organisational behaviour
	o group and individual processes
	o how power relationships can be used and abused
•	How to plan and manage resources and the implications for the development of yourself and your workers in terms of:
	o the delivery of services
	o the achievement of targets
	o the achievement of positive outcomes
•	Different types of change and their implications for the leadership and management of your provision and service
•	How psychological, socio-economic, cultural and environmental factors of those within the

	provision impact on your own and the development, supervision and appraisal of your workers
•	How and where technology should be used for your own development, the development, supervision and appraisal of your workers and the development of the provision
•	Theory, techniques and practice related to reflective practice
•	Different learning styles and how they can and do impact on your own and your workers' ability to learn
•	How to organise time and resources to maximise your efficiency and effectiveness as a manager of the provision and as part of the service
•	How and where to access information, resources and support for your learning and development
•	How best to collect and use qualitative and quantitative information to identify and evaluate your strengths and weaknesses as a leader and manager
•	Continuous professional development requirements for you as a manager, and for your workers
•	Theories and approaches for: o individual, group and multi-disciplinary supervision o developing and using supervision agreements o mediation and negotiation o assessing performance o giving and receiving feedback o developing reflective practice o motivating workers o managing and valuing diversity o workload and time management o contingency and crisis management
•	Approaches to supporting workforce development, continuing professional development and lifelong learning
•	Workforce planning, underpinned by an understanding of: o setting and meeting training targets o induction and continuous professional development o regulation, inspection, service and requirements for the provision
•	Ways to create a learning culture within your provision

Promote your organisation and its services to stakeholders

About this unit
For this unit you have to promote your organisation and the services it provides to a range of stakeholders.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Evaluation methods: formal and quantitative, such as monitoring changes in the level of funding or referrals from different stakeholders; formal and qualitative, such as surveys or focus groups with stakeholders to measure changes in their attitudes to the organisation and its services; informal and quantitative, such as workers' perception on changes in the level of enquiries or demand for services; informal and qualitative, such as recording ad-hoc feedback (letters, comments) from stakeholders.
Opportunities to promote your organisation and its services: private meetings; public meetings and events; promotional materials, such as leaflets, brochures, videos, web-pages; use of the media, such as newspapers, magazines, radio, television, Internet; direct contact by mail, telephone or e-mail.
Relevant people: trustees and managers in your agency; people who work for your agency; partners; funders.
Stakeholders: funders; commissioners; partners; people and agencies that refer users to your agency; users, their families and friends; people who work for your agency; the wider community.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Individuals People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters

This is Skills for Health Standard GEN48

HSC437 **Promote your organisation and its services to stakeholders**

Performance Criteria

You need to:

1. identify the range of **stakeholders** to whom you wish to promote your organisation and its services

2. consult with representatives of these stakeholders to understand their actual or potential interests in your organisation and its services

3. identify the key messages that you want to communicate to the different stakeholders and agree these with **relevant people**

4. take account, where appropriate, of cultural and language issues

5. identify **opportunities to promote** your organisation and its services to stakeholders and select those which offer the best possibility of communicating key messages within the resources available

6. identify and obtain the resources required for your promotional plans

7. communicate your promotional plans to relevant people

8. ensure those who promote your organisation and its services have the knowledge, skills and competence to be able to do so

9. select methods of promotion you select are in line with organisational resources and requirements

10. identify how the effectiveness of your promotional activities will be measured

11. use selected opportunities to promote your organisation and its services to stakeholders in line with your promotional plan

12. seize ad hoc opportunities to promote your organisation and its services to stakeholders as they arise

13. communicate key messages promptly in response to a crisis

14. agree key messages and the promotional opportunities to be used with relevant people in advance

15. communicate key messages to stakeholders clearly and in ways:
    - designed to help them understand the key messages and how these messages affect them
    - that respect individuals' rights and the requirements of confidentiality

16. provide stakeholders with opportunities, where possible, to ask questions and seek clarification about the messages you are communicating

17. seek feedback from stakeholders, where possible, to ensure that they have understood the messages

18. ensure the information you communicate is accurate, up to date and in line with organisational requirements
19. select evaluation methods that are capable of identifying:
    - whether key messages have been communicated to, and understood by, stakeholders
    - whether promotional activities have led to desired changes in attitudes or behaviour by stakeholders
20. ensure your evaluation is sufficient to reveal effectiveness of promotional activities
21. take appropriate action to improve your promotional plans and activities in the light of the results of the evaluation

Knowledge Specification for the whole of 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 apply:

Legislation and organisational policy and procedures
1. a working knowledge of stakeholders in your organisation and their interests
2. a working knowledge of your organisation, its purpose, values and the services it provides
3. a working knowledge of relevant people within your own and partner organisations with whom you need to agree key messages and communicate promotional plans
4. a working knowledge of the people available to promote your organisation and its services
5. a working knowledge of organisational policies and requirements relevant to the functions being carried out

Communication and interpersonal skills
1. a working knowledge of how to explain complex material to improve people's understanding, both orally and in writing
2. a working knowledge of how to communicate effectively with a variety of audiences
3. a working knowledge of the importance of consulting with relevant people and how to do this effectively
4. a working knowledge of the importance of agreeing key messages and communicating promotional plans with relevant people before releasing information
5. a working knowledge of the principle of confidentiality: what information may be given to whom
6. a working knowledge of the importance of giving people opportunities to ask questions and seek clarification, and how to do so
7. a working knowledge of the importance of feedback on the effectiveness of your communication

Continuous improvement
1. a working knowledge of how to improve plans and activities in the light of evaluation

Evaluation
1. a working knowledge of the importance of establishing how the effectiveness of promotional activities will be measured, and how to do so
2. a working knowledge of the range of methods for evaluating the effectiveness of promotional plans and activities

Information handling
1. a working knowledge of the importance of checking your information is accurate and up-to-date, and how to do so

HSC438   **Develop and disseminate information and advice about health and social well-being**

Elements of Competence

HSC438a   Plan the production of information and advice materials
HSC438b   Design and produce information and advice materials
HSC438c   Disseminate information and advice materials
HSC438d   Evaluate the production and dissemination of information and advice materials

About this unit
For this unit you need to develop a range of information and advice materials to promote services, and raise awareness of, health and social well-being.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Information and advice materials: information sheets; leaflets and fliers; posters; newsletters; stickers and cards; videos; audio tapes and CDs.
Other interventions: school programmes; community initiatives; national initiatives.
Relevant people: colleagues; managers; service users; media professionals
Target groups: men or women; families; children and young people; black or ethnic minority groups; homeless people.

This unit has been tailored, from Skills for Health Drugs and Alcohol National Occupational Standard (DANOS) AD4.

HSC438a   Plan the production of information and advice materials

Performance Criteria

You need to show that you:

1. identify the overall purpose of the information and advice materials
2. identify specific objectives to be achieved through the production and dissemination of information and advice materials
3. ensure that objectives are measurable, achievable and time-bound
4. identify the specific target groups to be reached by the information and advice materials
5. assess the needs, motives and perceptions of the target groups
6. base the objectives to be achieved on evidence of what works for the target groups
7. research any existing materials which could be used or customised to meet your needs
8. investigate how the information and advice materials could be integrated with other interventions to reinforce key messages
9. obtain confirmation of the budget available for production and dissemination

HSC438b   Design and produce information and advice materials

Performance Criteria

You need to show that you:

1. obtain information for inclusion in the information and advice materials and confirm the accuracy and validity of the information
2. protect sources of information according to agreed procedures
3. plan the production of materials, taking account of the time, money and expertise available
4. contextualise the information and advice materials to appeal to the target groups
5. ensure the design and content meets the original purpose and objectives
6. ensure the style of language and any graphics are appropriate to the target groups
7. ensure checks are made for clarity and accuracy
8. check that the materials comply with any relevant legislation, codes of practice, guidelines and ethical requirements
9. identify when it is appropriate for design and production to be contracted to media professionals
10. provide any media professionals involved in design or production with a detailed briefing
11. consult on the design and content of the information and advice materials with the relevant people
12. estimate the 'shelf life' of the information and advice materials to be produced and the quantities required.

HSC438c   Disseminate information and advice materials

Performance Criteria

You need to show that you:

1. identify the target groups for the information and advice materials
2. determine the most appropriate method of dissemination to the target groups
3. liaise with organisations, networks or stakeholders that provide access to the target groups
4. review how other similar information materials have been used

5. liaise with other interventions where your information and advice materials could reinforce similar messages

6. allocate time and resources for distribution of information and advice materials

HSC438d Evaluate the production and dissemination of information and advice materials

Performance Criteria

You need to show that you:

1. identify the overall purpose of the information and advice materials and specific objectives to be achieved through their dissemination

2. monitor the process of design, production and dissemination

3. establish criteria for evaluating the effectiveness of information and advice materials in achieving the original objectives

4. collect and review information on the effectiveness of information and advice materials in achieving the original objectives

5. identify any critical aspects of the design or dissemination of the information and advice materials that has an impact on their effectiveness

6. consult with relevant people on the results of the monitoring and evaluation

7. record the findings of the monitoring and evaluation to inform future actions

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- relevant legislation (including copyright), codes of practice, guidelines and ethical requirements

Theory and practice

Communication skills:
- how to write complex material clearly and concisely
- the language and graphics appropriate for specific target groups
- how to check information and advice materials for clarity and accuracy

Dissemination:
- the different dissemination methods available for various target groups
- how different methods of dissemination are suitable for different types of information and advice material
- the resources necessary for disseminating different types of information and advice materials
- how to liaise with other organisations, networks or stakeholders that provide access to target groups

Information and advice materials:
- the importance of identifying specific objectives for information and advice materials
- how to assess what is good about existing information and advice materials and how they could be improved
- how information and advice materials can be used to reinforce local and national interventions

- evidence of what works for the various target groups
- the importance of involving relevant people in the development and dissemination of materials and how to do so
- how to access the services of media professionals if required
- how to provide a detailed briefing for media professionals
- how to estimate the quantities of information and advice materials to be produced, taking account of their probable 'shelf life'
- Information handling:
  - the importance of gathering full and accurate information and how to do so
  - sources of information, and how to access them
  - how to check the accuracy and validity of information received
- Local knowledge:
  - the range of target groups, their different needs, motives and perceptions
- Monitoring and evaluation:
  - how to distinguish between the evaluation of process and the evaluation of effectiveness in achieving objectives
  - how to monitor the budget and time allocated to the design, production and dissemination of information and advice materials
  - how to establish criteria for evaluating the effectiveness of information and advice materials
  - how to collect and review information on the effectiveness of information and advice materials in achieving their original objectives
  - how to record the findings of monitoring and evaluation

HSC439   **Contribute to the development of organisational policy and practice**

Elements of Competence

HSC439a   Contribute to identifying potential for organisational development
HSC439b   Present information and ideas to contribute to organisational development

About this unit
For this unit you need to contribute to identifying potential for organisational development and presenting information and ideas on this.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Constraints and obstacles: statutory requirements; resources; ideologies
Context: structure, decision-making processes, resources, aims and objectives of organisation; services provided by other agencies; statutory requirements
Organisational development: organisational policy; organisational practice
Parties: staff in own organisation; other organisations; service users.

This is Drugs and Alcohol National Occupational Standard (DANOS) BA3

HSC439a　　　　Contribute to identifying potential for organisational development

Performance Criteria

You need to show that you:

1. base your initiatives on an awareness of the organisational development required within the existing context
2. establish, maintain and develop channels of communication and effective working relationships with relevant parties
3. actively seek relevant information from, and provide to, all appropriate parties
4. ensure your communications and information are free from discriminatory language and content
5. consult all relevant parties; conflicting interests are identified, acknowledged and, where possible, a way forward established. Where this is not possible, you seek advice on how to deal with this
6. identify and address relevant constraints and obstacles to progress
7. make clear and constructive contributions to establishing aims and objectives for development
8. make clear and constructive contributions to identifying the methods, timescales, roles and resources whereby aims and objectives can be achieved
9. ensure the contributions you propose are consistent with the available information
10. record all relevant information accurately, and store it according to organisational policy and practice, including requirements for confidentiality

HSC439b　　　　Present information and ideas to contribute to organisational development

Performance Criteria

You need to show that you:

1. identify and pursue opportunities for progressing organisational development in a creative manner
2. establish, maintain and develop channels of communication and effective working relationships with relevant parties
3. make active contributions in a manner and by means which fit the requirements of the situation
4. provide information that is clear, accurate, relevant to the case, and make it accessible to all appropriate parties, taking account of requirements for confidentiality
5. project the positive aspects, strengths and advantages of changes and/or developments proposed
6. ensure your contributions and information are free from discriminatory language and content
7. monitor and review your contribution to achieving objectives, and make plans for further work on the basis of all current information and the availability of resources
8. identify, acknowledge and address constructively conflicting interests, constraints and obstacles to progress

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- the effect of statutory requirements, and changes in statutory requirements, upon your organisation and other key organisations in relation to planning development
- your own organisation's relevant policies, practice guidelines, procedures, role boundaries and resources
- your own organisation's structure and functions
- other organisations' structures and functions and how they relate to your organisation
- other key organisations' relevant services and resources, and how to access them

Theory and practice
- basic self-monitoring and evaluation methods
- a range of methods and means for the presentation of information and ideas
- a range of strategies for negotiation
- basic research methods relevant to planning development
- how to find out about further sources of relevant information, assistance, advice, support and resources

**HSC440 (MSC
ML B8)**

Ensure compliance with legal, regulatory, ethical
and social requirements

About this unit

Organisations must show that they act responsibly in relation to their staff, customers, investors and the communities in which they work. All types of organisations must obey the law in key areas such as health and safety, employment, finance and company law. Many organisations also have to work within specific regulations for their industry and ethical frameworks.
Organisations who want to maintain a good reputation also have to take account of the views of people in their communities on a whole range of issues such as the environment and other ways in which the organisation

This unit is imported from MSC Management and leadership standards where it is B8

Who is this unit for:

The unit is recommended for middle managers and senior managers.

Links to other Units

This unit is linked to all other units in the overall suite of National Occupational Standards for Management and Leadership where compliance with legal, regulatory, ethical and social requirements is a possible requirement.

Skills

Listed below are the main generic 'skills' that need to be applied in ensuring compliance with legal, regulatory, ethical and social requirements. These skills are explicit/implicit in the detailed content of the unit and are listed ere as additional information.
- Information management
- Communicating
- Involving others
- Analysing
- Monitoring
- Assessing
- Motivating
- Decision-making
- Reporting
- Risk management
- Valuing and supporting others
- Presenting information
- Leadership

HSC440   Ensure compliance with legal, regulatory, ethical and social requirements

Performance Criteria

Outcomes of effective performance

You must be able to do the following:
1. Monitor the relevant national and international legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them.
2. Develop effective policies and procedures to make sure your organisation meets all the necessary requirements.
3. Make sure relevant people have a clear understanding of the policies and procedures and the importance of putting them into practice.
4. Monitor the way policies and procedures are put into practice and provide support.
5. Encourage a climate of openness about meeting and not meeting the requirements.
6. Identify and correct any failures to meet the requirements.
7. Identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future.
8. Provide full reports about any failures to meet the requirements to the relevant stakeholders.

Behaviours which underpin effective performance

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You make time available to support others.
3. You give feedback to others to help them improve their performance.
4. You identify and raise ethical concerns.
5. You are vigilant for potential risks.
6. You make appropriate information and knowledge available promptly to those who need it and have a right to it.
7. You encourage others to share information and knowledge within the constraints of confidentiality.
8. You show sensitivity to stakeholders' needs and manage these effectively.

Knowledge Specification for the whole of this unit

Knowledge and understanding

You need to know and understand the following:

General Knowledge and understanding

1. The importance of having an ethical and value based approach to governance and how to put this into practice.
2. Relevant legal requirements governing the running of organisations.
3. Current and emerging social attitudes to management and leadership practice and the importance of being sensitive to these.

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector, both national and international.
2. Procedures to follow if you do not meet the requirements.
3. Particular current and emerging social concerns and expectations that are relevant to your sector.
4. Ways in which other organisations deal with current and emerging social concerns and expectations.

Context and specific knowledge and understanding

1. The culture and values of your organisation and what effect they have on corporate governance.
2. Policies and procedures that make sure people meet the requirements.
3. The processes for maintaining the relevant policies and procedures and making sure they continue to be effective and sustainable.
4. The different ways in which people may not meet the requirements and the risks of these actually happening.
5. The procedures for dealing with people who do not meet the requirements, including requirements for reporting.

HSC441　　　　　　**Invite tender and award contracts**

Elements of Competence

HSC441a　　　　Invite and evaluate tenders
HSC441b　　　　Negotiate and award contracts for the provision of services

About this unit
This unit is about inviting providers to tender to deliver health and social care services and agreeing the details of contracts with them.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Tenders: open to all providers; open to a selected group of providers only; open to a single provider only.
Partner agencies: agencies within the local substance misuse partnership; other agencies with which you work in partnership.
Substance Misuse Services: education and prevention services; care and treatment services; rehabilitation and transitional care services; services for relatives and carers of substance misusers.

This unit has been tailored from Skills for Health standard CB1.

HSC441a   Invite and evaluate tenders

Performance Criteria

You need to show that you:

1.   accurately identify when you must go out to **tender** for **services**

2.   develop tender documentation for the services you are responsible for commissioning in line with organisational and legal requirements

3.   ensure the tender documentation:

  - contains a detailed specification and all the information providers require to produce an accurately-costed tender
  - specifies the procedures and timing for submission of tenders
  - specifies clear evaluation criteria that are capable of helping you select the tender which offers best overall value

4.   invite tenders from a range of suitable providers agreed with your partner agencies

5.   ensure any additional information requested is made available equally to all tenderers

6.   accept only those tenders which have been made in accordance with the procedures and timing for submission of tenders

7.   ensure tenders are evaluated fairly against the specified evaluation criteria by people who are competent to do so

8.   provide tenderers with opportunities to clarify any details which may be necessary to evaluate tenders fairly

HSC441b   Negotiate and award contracts for the provision of services

Performance Criteria

You need to show that you:

1.   resolve with providers any areas where their tenders appear to be at variance with specifications

2.   negotiate the details of contracts with providers in order to ensure the continuing delivery of specified services that represents good value for money over the medium term

3.   negotiate in ways which are consistent with maintaining effective working relationships with providers and **partner agencies**

4.   offer contracts for the provision of services to those providers whose tenders best meet the specified criteria

5.   ensure the contracts you offer clearly state:

  - the aims and objectives of services and the level of service required
  - how the objectives of services and the level of service will be monitored and evaluated
  - the milestones and payments to be made to the providers
  - the roles and obligations of each party
  - the action to be taken if the provider fails to deliver services to specifications

6.   ensure the contracts you offer meet organisational and legal requirements

7.   inform partner agencies and unsuccessful tenderers promptly of the outcome of the tendering process

Knowledge specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- legal requirements relevant to the functions being carried out
- organisational requirements relevant to the functions being carried out

Theory and practice
- Communication and interpersonal skills
- the importance of clarifying details and ensuring mutual understanding, and how to do so
- the importance of keeping people informed about developments and changes to activities and plans, and how to do so
- Information handling
- the importance of ensuring additional information is made available equally to all tenderers, and how to do so
- Local knowledge
- the partner agencies in the local area
- the range of suitable providers of services in the local area
- Monitoring and evaluation
- ways of monitoring and evaluating objectives and levels of service effectively
- the importance of developing clear criteria for evaluation, and how to do so
- how to evaluate fairly against specified criteria
- Negotiation
- how to negotiate in ways which deliver good value for money and maintain effective working relationships
- Procurement
- when you must go out to tender for services
- what service specifications, tender documents and contracts should contain
- how to develop service specifications, tender documents and contracts
- the level of detail providers need to be able to produce an accurately-costed tender
- procurement procedures
- the importance of ensuring continuing delivery of specified services that represents good value for money over the medium term
- the range of actions which may be taken if providers fail to deliver services to specifications
- recognised good practice in commissioning and delivering services
- the range of services

HSC442   **Monitor and evaluate the quality, outcomes and cost-effectiveness of health, social or other care services**

Elements of Competence

HSC442a   Manage the performance of providers of services
HSC442b   Evaluate and improve the quality, outcomes and cost-effectiveness of services

About this unit
This unit is about working with providers of health and social care services to ensure that they are delivering the quality of service specified in their contracts. It also includes identifying ways in which the overall quality, outcomes and cost-effectiveness of services can be improved.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Corrective action may include: giving advice and/or support to the provider; establishing alternative methods of obtaining monitoring information; agreeing alternative ways for providers to meet their contractual requirements; referring the deficiency or failure to a higher or other authority; taking steps to amend or terminate the contract.
Key performance indicators, may include those covering: activities; outcomes; costs; input objectives based on quality standards; processes; corrective action; giving advice and/or support to the provider; establishing alternative methods of obtaining monitoring information; agreeing alternative ways for providers to meet their contractual requirements; referring the deficiency or failure to a higher or other authority; taking steps to amend or terminate the contract.
Partner agencies, may include: agencies within the local partnership; other agencies with which you work in partnership.
Quality, in terms of: relevance of the service (Does it match clients' needs?); accessibility (Are there any barriers to accessing the service such as geographic location, gender or cultural/racial factors?); acceptability (Are clients satisfied with the service?); equity (Is there any unwarranted exclusion of clients from services based on issues such as referral mechanism, race, gender etc?); efficiency (Is the service efficient?); effectiveness (What are the outcomes? To what extent does the service achieve its stated objectives?); partnership (Does it match the requirements of referring agencies and other partner agencies?).
Services, may include: education and prevention services; care and treatment services; rehabilitation and transitional care services; services for relatives and carers.

This unit has been tailored from Skills for Health Gen 50

HSC442a   Manage the performance of providers of services

Performance Criteria

You need to show that you:

1. agree with providers the information required to monitor key performance indicators, the format and intervals at which the information should be provided

2. agree with partner agencies common requirements for monitoring information

3. providers understand the requirements of monitoring information and are competent to deliver this

4. agreed monitoring information meets requirements for reporting to local, regional and national authorities

5. you receive accurate and complete monitoring information in the format and at the intervals required

6. you take appropriate corrective action, in the case of deficiency in the monitoring information required

7. you analyse the monitoring information supplied to identify where providers are, and are not, meeting contractual requirements for levels and quality of service

8. you discuss the findings of your analysis in an open and constructive manner with the providers concerned, and agree the actions they need to take to meet contractual requirements

9. you take appropriate corrective action, in the case of persistent failure by providers to meet contractual requirements

10. you report on the performance of providers to local, regional and national authorities as required

HSC442b   Evaluate and improve the quality, outcomes and cost-effectiveness of services

Performance Criteria

You need to show that:

1. you gather sufficient information to evaluate the quality, outcomes and cost-effectiveness of the services provided

2. you make an objective and thorough evaluation of the information in order to form a fair and valid judgement about the quality, outcomes and cost-effectiveness of the services

3. you make valid comparisons of quality, outcomes and cost-effectiveness with other comparable services

4. you discuss the findings of your evaluations in an open and constructive way with the providers concerned

5. you use and handle information in ways which maintain confidentiality

6. you identify and agree with providers ways in which they can improve the quality, outcomes and cost-effectiveness of the services they provide within existing contracts

7. you identify and recommend ways in which the terms and conditions of future contracts should be changed to improve the quality, outcomes and cost-effectiveness of services

8. you report on your evaluation of the quality, outcomes and cost-effectiveness of the services to local, regional and national authorities as required

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Theory and practice
Analytical techniques
- how to use monitoring information to identify where providers are, and are not, meeting contractual requirements
- Communication and interpersonal skills
- the importance of ensuring providers understand what is required of them
- the importance of discussing the findings of reviews and evaluations with those concerned in an open and constructive manner, and how to do so

Information handling
- the importance of receiving complete and accurate monitoring information
- the range of corrective action that can be taken in case of deficiencies in information supplied
- the information required in order to be able to make a fair and valid evaluation of services
- the principle of confidentiality: what information may be provided to whom

Local knowledge
- the partner agencies in the local area
- the range of suitable providers of services in the local area

Monitoring and evaluation
- the range of key performance indicators required for services
- the information required to monitor key performance indicators, the format and the intervals at which the information should be provided
- the importance of agreeing with partner agencies common requirements for performance monitoring information
- how to make an objective and thorough evaluation of the quality, outcomes and cost-effectiveness of the services

Procurement
- the terms and conditions of contracts with providers of services
- the range of actions providers can take to ensure they meet contractual requirements
- the range of corrective action that can be taken if providers persistently fail to meet their contractual requirements

Quality
- the importance of key performance indicators in specifying and assuring the quality of services
- the importance of making comparisons with other comparable services and how to do so
- ways in which the quality of services can be improved
- Substance misuse
- the range of substance misuse services
- other substance misuse services with which to make valid comparisons of quality and cost-effectiveness
- local, regional and national authorities and their requirements for reporting

Training and development
- how to ensure providers are competent to provide monitoring information in the required format

HSC443   **Procure services for individuals**

Elements of Competence

HSC443a   Specify services to meet the needs of individual service users
HSC443b   Negotiate and agree contracts for specific services
HSC443c   Monitor and evaluate the quality of services provided

About this unit
This unit is about procuring specific health social or other care services to meet the needs of individual service users. These services may be supplied outside the immediate geographical area. This involves being clear about the individual's requirements, identifying and contracting with suitable service providers, and ensuring that the services provided meet the required standard.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Corrective action may include: giving advice and/or support to the provider; establishing alternative methods of obtaining monitoring information; agreeing alternative ways for providers to meet their contractual requirements; referring the deficiency or failure to a higher or other authority; taking steps to amend or terminate the contract.
Key performance indicators, may include those covering: activities; outcomes; costs; input objectives based on quality standards; processes; corrective action; giving advice and/or support to the provider; establishing alternative methods of obtaining monitoring information; agreeing alternative ways for providers to meet their contractual requirements; referring the deficiency or failure to a higher or other authority; taking steps to amend or terminate the contract.
Partner agencies, may include: agencies within the local partnership; other agencies with which you work in partnership.
Quality, in terms of: relevance of the service (Does it match clients' needs?); accessibility (Are there any barriers to accessing the service such as geographic location, gender or cultural/racial factors?); acceptability (Are clients satisfied with the service?); equity (Is there any unwarranted exclusion of clients from services based on issues such as referral mechanism, race, gender etc?); efficiency (Is the service efficient?); effectiveness (What are the outcomes? To what extent does the service achieve its stated objectives?); partnership (Does it match the requirements of referring agencies and other partner agencies?).
Services, may include: education and prevention services; care and treatment services; rehabilitation and transitional care services; services for relatives and carers.

This unit has been tailored from Skills for Health GEN 51.

HSC443a Specify services to meet the needs of individual service users

Performance Criteria

You need to show that you:

1. obtain complete, accurate and up to date information about individuals' specific service requirements

2. verify that there is no existing service provision in the area that adequately meets individuals' needs

3. draw up specifications for the services individuals require

4. ensure your specifications clearly state:

    •   the aims and objectives of services and the level of service required

    •   how the objectives of services and the level of service will be monitored and evaluated

5. ensure your specifications:

    •   reflect recognised good practice in commissioning and delivering services

    •   meet organisational and legal requirements.

HSC443b Negotiate and agree contracts for specific services

Performance Criteria

You need to show that you:

1. negotiate the details of contracts with providers in order to ensure that the specific services represent good value for money

2. offer contracts for the provision of services to those providers whose offers meet the specifications

3. ensure the contracts clearly state:

    •   the aims and objectives of services and the level of service required

    •   how the objectives of services and the level of service will be monitored and evaluated

    •   the milestones and payments to be made to the providers

    •   the roles and obligations of each party

    •   the corrective action to be taken if the provider fails to deliver services to specifications

4. ensure the contracts meet organisational and legal requirements.

HSC443c   Monitor and evaluate the quality of services provided

Performance Criteria

You need to show that you:

1.   monitor and evaluate the quality of the service provided in line with the contract

2.   ensure monitoring and evaluation information:

- is complete, accurate and up to date

- meets the requirements for reporting to local, regional and national authorities

3.   use and handle information in ways which maintain confidentiality

4.   discuss the findings of your evaluations in an open and constructive way with the providers concerned

5.   identify and agree with providers ways in which they can improve the **quality**, outcomes and cost-effectiveness of the services they provide within existing contracts

6.   you identify and recommend ways in which the terms and conditions of future contracts should be changed to improve the quality, outcomes and cost-effectiveness of services

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Legislation and organisational policy and procedures
- legal requirements relevant to the functions being carried out
- organisational requirements relevant to the functions being carried out

Theory and practice
Analytical techniques
- how to use monitoring information to identify where providers are, and are not, meeting contractual requirements

Communication and interpersonal skills
- how to write complex material clearly and concisely
- the importance of discussing the findings of reviews and evaluations with those concerned in an open and constructive manner, and how to do so

Information handling
- the importance of receiving complete and accurate monitoring information
- the principle of confidentiality: what information may be provided to whom

Local knowledge
- the partner agencies in the local area
- the range of suitable providers of services in the local area and the services they provide
- the range of suitable providers of services outside the local area and the services they provide

Monitoring and evaluation
- ways of monitoring and evaluating objectives and levels of service effectively
- the importance of developing clear criteria for evaluation, and how to do so
- how to evaluate fairly against specified criteria
- the information for central reporting on the performance of services
- how to evaluate the quality and cost-effectiveness of services

Negotiation
- how to negotiate in ways which deliver good value for money and maintain effective working relationships

Procurement
- what service specifications, tender documents and contracts should contain
- how to develop service specifications, tender documents and contracts
- the level of detail providers need to be able to produce an accurately-costed tender procurement procedures
- the importance of ensuring specific services represent good value for money
- the terms and conditions of contracts with providers of services
- the range of corrective action that can be taken if providers persistently fail to meet their contractual requirements

Quality
- ways in which the quality of services can be improved
- recognised good practice in commissioning and delivering services
- the range of services
- local, regional and national authorities and their requirements for reporting.

LMCA3 **Actively engage in the safe selection and recruitment of workers and their retention in care services**

Elements of Competence

LMC A3.1 **Review the requirements for the safe selection and recruitment of workers, and their retention**

LMC A3.2 **Actively engage in the safe selection and recruitment of workers**

LMC A3.3 **Implement systems, procedures and practice to support retention**

About this unit

This unit is for leaders and managers of care services. It is about ensuring the safe selection, recruitment, induction and retention of your workforce within care services provision

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people'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; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability **into the short, medium and longer term future**

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards <u>and</u> to refer back to this secti<u>on</u> as required**.

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Harm	The short, medium and long term affects of a person being physically, emotionally, sexually and/or financially hurt or abused
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include: • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include: • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision

	and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	The rights of: • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language
Safe selection and recruitment	That the selection and recruitment procedures ensure you and the selection and recruitment team take appropriate action to exclude individuals from your workforce who are likely to harm or abuse people
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Supervision	A process that involves a manager meeting regularly and interacting with worker(s) to review their work. It is carried out as required by legislation, regulation, guidance, standards, inspection requirements and requirements of the provision and the service. The purpose is to monitor tasks and workload, solve problems, support workers in dealing with complex situations and moral and ethical dilemmas and to promote staff development
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC A3.1   Review the requirements for the safe selection and recruitment of workers, and their retention

Performance Criteria

You need to show that:
1.   you follow guidance, regulation, workforce and organisational requirements for the **safe selection and recruitment** and the retention of **workers**
2.   you analyse, evaluate and identify:
     • present and future **organisational requirements** for the recruitment of workers
     • the present and changing needs of **people** within the **provision**
     • the skills, competence, experience and knowledge of existing workers and any skills gaps
     • the type of candidate needed in terms of their skills, competence, experience and knowledge
3.   you review worker's skills, experience, knowledge and qualifications to ensure that they match the provision's need
4.   you ensure, when recruiting workers that you take account of:
     • the provision's purpose, size of its workforce, working patterns, required targets and outcomes
     • your staff development plan
     • the need to achieve positive outcomes for people, safeguard them from harm and abuse and promote their health and well being
     • the need to meet regulatory requirements in relation to the number of suitably qualified and experienced workers
5.   the need to assess the impact of temporary workers on the continuity of care

LMC A3.2   Actively engage in the safe selection and recruitment of workers

Performance Criteria

You need to show that:
1.   you develop a specification that outlines the requirements for the job
2.   you ensure that the information on vacancies is fair, clear and accurate
3.   you assess information about candidates against specified, fair and equitable selection criteria
4.   you involve the appropriately trained individuals in the selection process
5.   you offer candidates appropriate information at each stage of the selection process
6.   before confirming the appointment, you ensure that rigorous and thorough selection procedures have been completed including:
     • checking criminal records, relevant registers and indexes
     • checking that the individual is legally entitled to work in the UK
     • assessing whether potential workers are capable of carrying out the duties and responsibilities of the job for which they have been selected
     • checking that the individual can meet the relevant registration requirements
     • seeking and acquiring reliable references
7.   you provide clear and accurate information about selection decisions to relevant individuals and organisations, including registration bodies
8.   you keep accurate records and reports of the selection process
9.   you monitor and review selection processes in relation to:
     • recent appointments
     • retention of workers
     • achievement of positive outcomes for people

LMC A3.3   Implement systems, procedures and practice to support retention

Performance Criteria

You need to show that:

1.   you ensure workers who are recruited:
      - are provided with a written job description and person specification that outlines their role, responsibilities and accountabilities
      - are given information and understand their role, responsibilities and accountability; relevant legislation, regulation, inspection and organisational requirements and any systems, procedures and practices they must follow in their work
      - receive regular supervision
      - have a personal development plan and a record of training
      - have their performance formally reviewed annually
      - complete relevant induction in the context of legal, regulatory, inspection and organisational requirements
2.   you ensure that all permanent appointments are subject to the satisfactory completion of a period of probation
3.   you ensure that workers have the opportunity to meet regularly to discuss practice and **management** issues
4.   you maintain accurate and up-to-date records about workers' recruitment, retention and disciplinary issues in accordance with legal, regulatory and organisational requirements
5.   you discuss with workers who are leaving their reasons for going
6.   you analyse, evaluate, record and report on exit interviews, turnover and the effectiveness of staff-retention policies and practice for your provision

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit.

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

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Values
• Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information in relation to the safe selection and recruitment and the retention of workers
• Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage in ways that:
o place the people's preferences at the centre of everything you do whilst considering their best interest
o ensure people have access to information about themselves in a format that they can understand
o provide opportunities for independent representation and advocacy
o use a person's preferred communication methods and language
o provide active support for people
o recognise the uniqueness of people and their circumstances
o empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
• How to critically evaluate and take informed action against discrimination in the context of the selection, recruitment and retention of workers
• How to support people, workers and relevant others to recognise and take informed action against discrimination within your provision
• **Legislation and policy**
• Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
• your provision
o your own roles, responsibilities and accountability
o the roles, responsibilities and accountability of others
o in relation to the safe selection and recruitment and the retention of workers
• Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the leadership and management of your provision including:
o safe selection and recruitment
o retention of workers
o entitlement to work in the UK
o the need to achieve positive outcomes for people
o the need to safeguard and protect people from all forms of danger, harm and abuse
o employment practices for the provision and service
o your provision's governance arrangements
o data protection, recording and reporting
o making and dealing with comments and complaints to improve services
o whistle-blowing
o partnership and other types of working
o promoting your provision's services and facilities
• Organisational requirements for recording and reporting on the selection, recruitment and retention of workers, including:

	o how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
	o how to ensure that records and reports do not contribute to labelling and stigmatisation
	o the security requirements for different records and reports
	o the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
	o types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
	o the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
	o how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports
•	How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for the selection, recruitment and retention of workers within your provision
•	How to monitor compliance with equal opportunities, race relations and disability legislation in relation to selection, recruitment and retention of workers
•	Legal and regulatory requirements to comply with criminal records systems and workforce registration requirements
•	Key government initiatives about:
	o the recruitment and retention of care workers
	o the training and education of care workers
	o the regulation of the workforce
•	Leadership and management theory and practice
•	How to critically evaluate and implement best practice using up-to-date knowledge of:
	o literature related to leadership and management when selecting, recruiting and retaining workers
	o leadership and management methods, principles and approaches relevant to the selection, recruitment and retention of staff in care services
	o government reports, inquiries and research relevant to safe selection and recruitment and the retention of workers
	o evidence and knowledge-based theories and models of good practice in selecting, recruiting and retaining workers
	o lessons learned for leadership and management of care services from successful interventions and serious failure of service and practice about the selection, recruitment and retention of workers
	o the experiences of people within your provision relating to the selection, recruitment and retention of workers
•	Performance management and quality requirements, procedures, criteria, methods and indicators relevant to the selection, recruitment and retention of workers
•	Methods of managing and developing selection, recruitment and retention practice in care services, about:
	o how you consult with people, workers and relevant others
	o how you promote the participation and involvement of people
	o how you support, supervise and develop workers
	o the impact of organisational behaviour on the provision
	o group and individual processes
	o how power relationships can be used and abused
•	How to plan and manage resources in relation to selection, recruitment and retention of workers and the implications for:
	o the delivery of services
	o the achievement of targets
	o the achievement of positive outcomes

• Different types of change and their implications for the selection, recruitment and retention of workers
• How psychological, socio-economic, cultural and environmental factors of those within the provision impact on selection, recruitment and retention of workers
• How and where technology should be used for selecting, recruiting and retaining workers within your provision
• The impact that the local economy, the employment market, housing and environmental factors have on the recruitment and retention of workers
• The impact that the image of social care has on recruitment and retention, and how to represent social care as a positive career choice
• The impact that the organisation's culture and workers' morale have on workforce retention and turnover rates
• Approaches to managing resistance to change and development
• The impact of stress and conflict on organisational performance, recruitment and retention
• The importance of effective recruitment and retention policies for the maintenance and development of the service, and the continuity of care for people

• Theories, methods and approaches for:
   o safe recruitment and selection
   o retention
   o involving people, workers and relevant others in selection, recruitment and retention
   o monitoring turnover and retention

•

• Workforce planning, underpinned by an understanding of:
   o setting and meeting training targets
   o induction and continuous professional development
   o regulation, inspection, service and requirements for the provision

HSC445   **Recruit and place volunteers**

Elements of Competence

HSC445a   Specify volunteer roles and the knowledge, skills and experience required

HSC445b   Assess with volunteers their suitability for volunteer roles

HSC445c   Place volunteers

HSC445d   Enter into volunteering agreements with volunteers

About this unit

For this unit you need to establish a good match between potential volunteers and the volunteering opportunities available and arrive at a common understanding of the respective responsibilities of the volunteers and your organisation.

This is Voluntary Sector standard C3.

HSC445a   Specify volunteer roles and the knowledge, skills and experience required

Performance Criteria

You need to show that you:
1. identify the contributions that volunteers can make to your organisation's goals
2. identify roles that are suitable for volunteers with a diverse range of abilities, styles and motivations
3. identify the potential benefits of roles to volunteers
4. ensure that roles for volunteers do not undermine or substitute the work of paid staff, and vice versa
5. prepare role descriptions for proposed volunteer roles that include all relevant information and clearly define the limits of the volunteer's role
6. prepare person specifications for proposed volunteer roles that clearly identify the knowledge, skills, experience and personal qualities required
7. ensure that role descriptions and person specifications comply with relevant legislation and organisational policies.

HSC445b   Assess with volunteers their suitability for volunteer roles

Performance Criteria

You need to show that you:
1. help potential volunteers clearly to understand
   - the volunteer roles you are recruiting for and the activities involved
   - how the volunteer roles contribute to your organisation's goals
   - the commitment they would need to make
2. help potential volunteers to articulate their motivations for volunteering and understand how volunteer roles could meet their needs and expectations
3. provide sufficient information to potential volunteers to allow them to assess their suitability for specific volunteer roles and whether the roles will meet their needs and expectations
4. assess potential volunteers' experience and the extent to which they possess the knowledge, skills and personal qualities required for the role
5. use assessment methods that enable you to identify suitable volunteers based on fair and clearly-stated criteria
6. take up references to validate your assessment of potential volunteers' knowledge, skills and personal qualities, where appropriate
7. check potential volunteers' qualifications, where these are requirements for the volunteer role
8. check to see whether potential volunteers have criminal records if they will be working with children, vulnerable adults or other people at risk
9. decide whether potential volunteers are suitable for volunteer roles based on a fair and accurate assessment of sufficient evidence, and inform them promptly of your decision
10. provide appropriate feedback to potential volunteers who are unsuitable for a specific role and refer them to alternative volunteering opportunities, where possible

HSC445c   Place volunteers

Performance Criteria

You need to show that you:

1.   involve relevant people appropriately in matching volunteers to suitable volunteer placements

2.   provide fair and equal access to volunteering opportunities to all volunteers with the appropriate knowledge, skills, experience and personal qualities

3.   place volunteers in roles that provide a good fit with their knowledge, skills, experience and personal qualities and meet their needs and expectations

4.   refer volunteers to alternative volunteering opportunities if those immediately available are not suitable

HSC445d   Enter into volunteering agreements with volunteers.

Performance Criteria

You need to show that you:

1.   enter into volunteering agreements that are appropriate to the level of risk involved in the volunteer role and the level of commitment being made by the volunteer

2.   ensure volunteering agreements clearly state:
     - the volunteer role and the activities involved
     - the code of conduct expected of volunteers
     - the training, support and supervision the volunteer can expect from your organisation
     - the out-of-pocket expenses that will be reimbursed by your organisation
     - any organisational policies that are relevant to the volunteer role

3.   inform relevant people promptly about the outcome of the recruitment process

4.   record information accurately and treat all information confidentially

5.   comply with legal requirements and organisational policy throughout the recruitment process

Knowledge specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- the value of diversity of abilities, styles and motivations amongst volunteers, and how to foster such diversity
- the importance of providing equal access to volunteering opportunities to all volunteers with the appropriate knowledge, skills, experience and personal qualities, and how to do so

Legislation and organisational policy and procedures
- legislation relevant to the recruitment and placement of volunteers
- your organisation's goals
- your organisation's policies relevant to the recruitment and placement of volunteers

Theory and practice
Communication:
- the principles of effective communication and how to apply them
- how to help potential volunteers understand specific volunteer roles, how they contribute to your organisation's goals and the level of commitment they need to make
- the information people need to be able to assess their own suitability for specific volunteer roles and whether they will meet their needs and expectations
- the importance of informing people promptly of decisions

Human resources management:
- how to prepare and use role descriptions and person specifications when selecting people for volunteer roles
- the knowledge, skills, experience and personal qualities required for particular roles
- the range of assessment methods you can use when recruiting volunteers, and how to select and use appropriate ones
- the purpose of obtaining references in the recruitment and selection process, and how to use them effectively
- the qualifications required for particular volunteer roles and the importance of checking these
- when it is necessary to check whether people have criminal records, and how to carry out such checks

Information and knowledge management:
- how to gather and use evidence to decide whether potential volunteers are suitable for volunteer roles
- the information needed to take a decision, and what to do if you do not have sufficient information
- the importance of keeping clear and accurate records of information, and how to do so
- the principle of confidentiality: what information may be provided to whom

Involvement and motivation:
- how to help people articulate their motivations and understand how volunteering roles could meet their needs and expectations
- the importance of involving relevant people in assessing potential volunteers and matching volunteers to volunteer placements
- the importance of providing feedback to people, and how to give appropriate feedback sensitively and constructively

Volunteering:

- how volunteers can contribute to your organisation's goals
- the importance of ensuring volunteers do not substitute or undermine the work of paid staff, and vice versa
- the type of commitment volunteers need to make
- alternative volunteering opportunities available
- different types of volunteering agreements, what they should contain, and how to select and use appropriate volunteering agreements.

HSC446   **Manage a dispersed workforce to meet the needs and preferences of individuals at home**

Elements of Competence

HSC446a   Manage the work of staff in an individual's home
HSC446b   Supervise and support staff to ensure that health and care services are meeting individual needs and preferences
HSC446c   Respond to day-to-day changes and emergencies

About this unit[1]

For this unit you need to be able to direct, supervise and support the work of staff within an individual's home, dealing at a distance with day-to-day changes and emergencies.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Accidents could be due to: falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty.
Communicate 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.
Danger could be: imminent; in the short term; in the medium term; in the longer term.
Harm and abuse within this unit will cover: neglect; physical, emotional, financial and sexual abuse; bullying; self-harm; reckless behaviour.
Incidents could include: bomb scares; intruders; lost keys, purses etc.; a person being locked out or missing; aggressive and dangerous encounters.
Key people include: family; friends; carers; others with whom the individual has a supportive relationship.
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.
Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your knowledge and understanding for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are

working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

Accident	Unforeseen major and minor incidents where an individual is injured
Abuse	Abuse is causing physical, emotional, psychological, financial and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Emergency	Immediate and threatening danger to individuals and others
Harm	The effects of an individual being physically, financially, emotionally or sexually injured or abused
Individuals	People requiring health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Signs and symptoms	Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse.

HSC446a   Manage the work of staff in an individual's home

Performance Criteria

You need to:

1. ensure that staff have a written job description, identifying their person and work specification, responsibilities and accountabilities, in accordance with legal, service and organisational requirements

2. provide staff with copies of the organisation's staff handbook and grievance and disciplinary procedures

3. develop clear protocols in relation to staff entering and securing the homes of individuals

4. ensure that identity cards and other agreed ways of identifying staff for **individuals** with special communication requirements are provided for all staff in accordance with legal, service and organisational requirements

5. set up systems to ensure effective hand-over procedures that provide continuity of service

6. set up regular, appropriate and effective communication methods and systems to enable you to co-ordinate and manage staff at a distance

7. match staff to individuals, ensuring that staff are aware of their duties and responsibilities, and are able competently to:
   - access and understand protocols to enter and make secure the individual's home, to keep the individual's home and the individual safe and secure when carrying out activities
   - access, understand and carry out activities required to support the individual, in accordance with risk assessments and service delivery plans
   - complete records about key events and activities according to legal, service and organisational requirements
   - contact and communicate any problems and issues when carrying out their activities
   - deal with the confidentiality and security of information in ways which comply with legal, service and organisational requirements

HSC446b   Supervise and support staff to ensure that health and care services are meeting individual needs and preferences

Performance Criteria

You need to:

1. review literature, knowledge and evidence based research and practices for the services that your organisation provides, and communicate these to staff

2. ensure that staff receive regular supervision and support in accordance with legal, service and organisational requirements

3. ensure that staff receive suitable staff development and training to enable them to:
   - feedback on, meet and respond to the changing needs and preferences of individuals and key people
   - fulfil the aims of the organisation
   - understand and take appropriate action to prevent the risk of danger, harm and abuse and where signs and symptoms of abuse have been identified
   - deal with the specialist needs and preferences of specific individuals

4. ensure that any training is updated according to legal, service and organisational requirements

5. ensure that you have the appropriate level of knowledge and understanding to enable you to support staff who will be working with individuals who have specialist care needs

6. explore any potential conflicts between staff, individuals and key people, and develop strategies to deal with them

7. support staff to deal with conflicts between themselves, individuals and key people

8. follow up allegations and incidents of danger, harm and abuse promptly and ensure that the details and action taken is recorded:
    - within confidentiality agreements
    - according to legal and organisational requirements
    - avoiding statements that could adversely affect the use of evidence in future investigations and court

9. respond appropriately and support staff to respond appropriately to any physical and verbal aggression by individuals, key people and **others**

10. support staff to feedback on individuals' needs and preferences and any changes that are required to the service delivery plan

HSC446c   Respond to day-to-day changes and emergencies

Performance Criteria

You need to:

1. ensure that a responsible and competent person is on call and contactable at all times when staff are on duty

2. continually monitor, evaluate and pass on information from all sources to ensure that you and your staff are working effectively and in the best interests of individuals

3. develop and use clear protocols in relation to staff dealing with **emergency** situations, incidents and **accidents**

4. provide staff with a work schedule which is regularly updated and that provides detailed information about:
    - the individuals for whom they are providing health and care services
    - the time that has been allocated to support the individuals
    - service plan activities for which they are responsible individually and jointly with other workers

5. ensure that systems and procedures are in place to allow you to contact staff and staff to contact you

6. inform staff immediately of any changes that may affect their work schedule

8. respond promptly and appropriately when:
    - accidents, incidents and emergencies are reported
    - changes to the individual's needs and preferences are reported

9. ensure that your conduct supports effective working relationships with individuals, key people and others from within and outside your organisation

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when managing a dispersed workforce
- knowledge and practice that underpin the holistic person-centred approach which enable you and staff for whom you are responsible to work in ways that:
    - place the individual's preferences and best interests at the centre of everything you do
    - provide active support for individuals
    - recognise the uniqueness of individuals and their circumstances
    - empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
    - when managing a disperse workforce
- how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when managing a workforce that is dispersed
- how to challenge, and to support staff to challenge information, documents, systems, structures, procedures and practices that are discriminatory
- how to promote relationships that support the individual's rights, choices and well-being when managing a workforce that is dispersed

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your setting and your own and others roles, responsibilities, accountability and duties when managing a workforce that is dispersed
- current local, UK legislation and organisational requirements, procedures and practices for:
    - managing domiciliary care provision
    - data protection
    - making and dealing with compliments complaints
    - health and safety and dealing with emergencies, accidents and incidents
    - risk assessment and management procedures and practices
    - your responsibility for keeping yourself, individuals and others safe
    - employment practices
    - the domiciliary care service, its role and contribution to the well-being of individuals
    - managing domiciliary care provision
    - individuals, advocates, families, carers, groups and communities
- the protection of individuals and key people from danger, harm and abuse at a distance
- your responsibility for keeping yourself, individuals and others safe
- working in integrated ways to promote individuals' well-being
- key government initiatives which affect the management of the domiciliary care provision
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for managing the workforce for which you are responsible
- how to access and record information, decisions and judgements when managing individual needs and preferences and staff at a distance, electronically and manually

- the resources available within and outside your organisation to provide health and care services that are flexible and person-centred
- policies, procedures, guidance and protocols with the other organisations and professions with whom you work
- the purpose of and arrangements for you to provide and receive supervision and appraisal
- how to access and record information about risks and incidents of danger, harm and abuse, electronically and manually

Theory and practice
- how and where to access literature, information and support to inform your practice when managing a dispersed workforce, which meets the needs and preferences of individuals who wish to live at home
- an up to date knowledge of:
  - literature related to best practice for managing a dispersed workforce to meet the needs and preferences of individuals at home
  - government reports, inquiries and research into managing a dispersed workforce to meet the needs and preferences of individuals at home
  - government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people at home
- theories of:
  - human resource management related to managing staff at a distance, including staff who are part time or are sessional
  - conflicts and dilemmas
  - stress and how it can affect behaviour
  - how social and economic circumstances may impact on the individual's social care, well-being and life chances
  - how power and influence can be used and abused when carrying out care needs assessments
  - multi-disciplinary and multi-organisational working
  - principles and methods of supervision and appraisal
- how to set up procedures and protocols to support staff
- information about staff development and training, induction and training needs analysis for the staff
- role of relationships and support networks in promoting the well-being
- knowledge of health, social, emotional, financial and environmental factors that affect the well-being of individuals, families, groups and communities with whom you work
- knowledge of physical, social, emotional and mental health conditions you are likely to have to deal with in your work with individuals, families, carers, groups and communities
- how to analyse, balance and interpret:
  - individual needs and preferences
  - views of key people
  - evidence, knowledge and practice-based information
  - knowledge of individuals' conditions
- to enable you to manage your workforce and the needs and preferences of individuals and key people, fairly and ethically
- methods of mentoring staff to enable individuals and key people to:
  - express their wishes, needs and preferences
  - understand and take responsibility for promoting their own health and well-being
  - identify how their care needs should be met
  - assess and manage risks to their health and well-being

- specialist services needed for the individuals for whom you and your organisation are providing services including those requiring intermediate and respite care
- the use of evidence, fact and knowledge-based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence
- how and where Information Communication Technologies can and should be used for carrying out your work activities when managing the workforce

HSC447   **Represent the agency in courts and formal hearings**

Elements of Competence

HSC447a   Exchange information at courts and formal hearings
HSC447b   Present reports at courts and formal hearings

About this unit
For this unit you need to represent your agency in courts and at formal hearings through exchanging information and presenting reports.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate person: line manager; court officer/duty office.
Communication methods and language: the individual's preferred spoken language and the use of signs; symbols, pictures, writing, objects of reference, communication passports, other non verbal forms of communication, and human and technological aids to communication.
Court conventions relating to: style of presentation; use of language.
Information on: the outcomes of the court or hearing; requirements for further work; implications for other work; requirements and timing of progress reports; critical comment and positive feedback; factors relating to the management of risk.
Present yourself in: dress; speech and body language.
Problems: factual errors; omissions; discriminatory language and content; doubts about the authenticity of information.
Relevant people: individuals who are subject to the court or formal hearing; people who are significant to the individual, (eg carers); people within your agency; partner agencies in the mental health sector; staff in the legal and judicial system; staff in other relevant services.

The courts and formal hearings will include: mental health tribunals, other tribunals, criminal courts, civil courts, prison establishments, parole boards. However, you would only be expected to apply your knowledge to those courts and formal hearings in which you work, and know about those others to which your work is related.
You will be expected to be able to provide evidence for and justify any views/recommendations you offer.

This unit originates from Skills for Justice (DA2).

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
People who are authorised	People authorised to receive information would include court officials, social workers, consultant psychiatrists, ASWs, CPN and others as relevant to the context in which the formal hearing has been called

HSC447a　　　Exchange information at courts and formal hearings

Performance Criteria

You need to show that you:

1. clarify the reports which the courts and formal hearings require, by when and for what purpose
2. plan how to obtain the necessary information
3. work effectively with staff from your own and other agencies to obtain the necessary information
4. gather relevant, accurate and current information from relevant people in a supportive manner which is sensitive to their needs
5. summarise the information received from people and reflect it back to them to confirm that the worker has interpreted the information correctly
6. analyse the collected information, identify correctly any problems with it and address them promptly
7. provide accurate, legible and complete written information in the required format at the appropriate time
8. provide information which is consistent with requests, your work role, agency policy and statutory requirements
9. explain clearly and accurately the nature of, and rationale for, your agency's policies and practices when these are questioned
10. identify any tensions and areas of conflict with **others** and seek to address them constructively
11. complete records accurately and clearly and store them according to agency requirements
12. communicate information to **people who are authorised** to have it

HSC447b　　　Present reports at courts and formal hearings

Performance Criteria

You need to show that you:

1. identify and discuss the issues which may be raised at courts and formal hearings with your line manager prior to the hearing
2. present the information which the court requires clearly, accurately and succinctly and in a manner which is consistent with court conventions
3. present yourself and interact with others in a manner which promotes the work of the agency and is consistent with the promotion of individuals' rights
4. make timely and appropriate interventions which challenge others when they misinterpret information or are discriminating unfairly
5. seek advice and support from an appropriate person if difficulties arise
6. clarify details of court requests for further information
7. take action to gain further information about the report promptly
8. complete records accurately and clearly and store them according to agency requirements
9. communicate information to **people who are authorised** to have it

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- a working knowledge of how you have applied the principles of equality, diversity and anti-discriminatory practice to your work

Legislation and organisational policy and procedures
- a working knowledge of the specific legislation (national and European) which relates to the work being undertaken - both the context and the individual - and the impact of this on the work
- a working knowledge of the functions, associated statutory requirements, procedures (e.g. administration and etiquette) and resources of the different courts and formal hearings in which you work or to which your work is related
- a working knowledge of possible hearing outcomes and associated statutory requirements of the different courts and formal hearings in which you work or to which your work is related
- a working knowledge of the nature of the sector, and the nature, roles and functions of the principal agencies and workers within it
- a working knowledge of agency structures, functions, methods of communication and decision making processes
- a working knowledge of any particular factors relating to the agency's policies and practices which have affected the work undertaken

Theory and practice
- a working knowledge of the different forms of report which are required for the different courts and formal hearings in which you work or to which your work is related and the reasons for these
- a working knowledge of the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies
- a working knowledge of ways of identifying and addressing problems with the information and examples of how you have done this in their work
- a working knowledge of methods of evaluating your own competence, determining when further support and expertise are needed and the measures taken to improve your own competence in this area of work

HSC448   **Provide and obtain information at courts and formal hearings**

Elements of Competence

HSC448a   Provide and obtain written information at courts and formal hearings
HSC448b   Make oral contributions to courts and formal hearings

About this unit
For this unit you need to provide and obtain information at courts and formal hearings. You need to provide accurate and timely written information. You may be involved in the collection of information from individuals and from other agencies but would not necessarily be responsible for writing reports. You also need to make oral contributions at courts and formal hearings.

This unit is for those who are involved in providing and obtaining written information for courts and formal hearings and who may be asked to make oral contributions. Users of this unit will need to ensure that practice reflects up to date information and policies.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Relevant people: staff in your own agency; staff in other agencies; individuals who are the subject of courts and formal hearings; people who are significant to individuals who are the subject of courts and formal hearings
Problems: factual errors; omissions; discriminatory language and content
doubts about the authenticity of information.
Conventions relating to: style of presentation; use of language
The courts and formal hearings will include: mental health tribunals, other tribunals, criminal courts, civil courts, youth courts, children's hearings or other formal hearings. However, you would only be expected to apply your knowledge to those courts and formal hearings in which you work, and know about those others to which your work is related.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role

This unit originates from Skills for Justice (DA1)

HSC448a   Provide and obtain written information at courts and formal hearings

Performance Criteria

You need to show that you:

1. provide written reports to the hearing which are:
   - accurate, legible and complete
   - in the required format
   - ready at the appropriate time
2. provide information which is consistent with your work role, agency policy and statutory requirements
3. explain to the **relevant people** any further information which is required, by when and for what purpose and liaise effectively with them
4. explain clearly your role and responsibility to the people from whom information is requested
5. gather relevant, accurate and current information from the **relevant** people in a manner which is sensitive to their situation
6. summarise the information received from people and reflect it back to them to confirm that you have interpreted the information correctly
7. verify the collected information, identify correctly if there are any problems and seek to address them appropriately
8. complete records accurately and clearly and store them according to agency requirements.

HSC448b   Make oral contributions to courts and formal hearings

Performance Criteria

You need to show that you:

1. present the information which the hearing requires
   - clearly, accurately and succinctly
   - in a manner which is consistent with the court or hearing's conventions
2. provide additional information to support and update written reports, as and when required
3. answer any questions in a manner which is likely to increase the understanding of those involved
4. present yourself, and interact with **others**, in a manner which promotes the work of the agency and is likely to lead to a constructive outcome
5. make oral contributions in accordance with agency policy and statutory requirements
6. seek advice and support promptly when team discussion and supervision are appropriate
7. complete records accurately and clearly and store them according to agency requirements.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- a working knowledge of how you have applied the principles of equality, diversity and anti-discriminatory practice to your work

Legislation and organisational policy and procedures
- a working knowledge of the specific legislation (national and European) which relates to the work you undertake and how you have taken this into account in your work
- a working knowledge of the functions, associated statutory requirements, procedures, (eg administration and etiquette,) and resources of the different courts and formal hearings to which you contribute or to which your work is related
- a working knowledge of possible hearing outcomes and associated statutory requirements of the different courts and formal hearings to which you contribute or to which your work is related
- a working knowledge of any particular factors relating to the agency's policies and practices which have affected the work undertaken
- a working knowledge of the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

Theory and practice
- a working knowledge of the different forms of report which are required for the different courts and formal hearings to which you contribute or to which your work is related and the reasons for these
- a working knowledge of ways of identifying and addressing problems with the information and examples of how you have done this in your work
- a working knowledge of how you evaluate your own competence when at work and decide when further support and expertise are needed

HSC449   **Represent one's own agency at other agencies' meetings**

Elements of Competence

HSC449a   Obtain information from other agencies' meetings
HSC449b   Make contributions to other agencies' meetings

About this unit
This unit focuses on the worker representing their agency at other agencies' meetings through obtaining information and making contributions. The purpose of attending the meetings may be to obtain information; to ensure that the views of one's own agency and those with whom the agency works are taken into account; or to gather information for use in one's own agency, now or later. The worker and their agency may have been invited to attend or they may have proactively sought involvement at the meetings.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.
Relevant people: people within the worker's agency; other agencies involved in the meeting.
Tensions and areas of conflict: factual errors; omissions; discriminatory language and content; doubts about the authenticity of information.
Information on: the outcomes of the meeting; the nature and process of the meeting; requirements for further work; implications for other work; critical comment and positive feedback.
Explanatory Notes
449b in performance criterion 4, presentation or self includes their dress, speech and body language

This is Skills for Justice Standard AD3 (November 2006)

HSC449a   Obtain information from other agencies' meetings

Performance Criteria

You need to show that you:

1. clarify the nature and purpose of meetings and when they are scheduled to take place
2. confirm with other **relevant people** the purpose of their attending the meetings and the information which their own agency hopes to obtain
3. prioritise their attendance at meetings within their overall workload and the priority which the agency gives to their attendance
4. identify relevant information during the process of the meeting and record it accurately, legibly and completely
5. confirm the information offered with the people concerned and reflect it back to them for correct interpretation
6. find out further information relevant to their own agency through networking with others who attend the meeting
7. identify any **tensions and areas of conflict** with others and seek to address them constructively
8. provide accurate, legible and complete written information to **relevant people** in their own agency following the meeting

HSC449b   Make contributions to other agencies' meetings

Performance Criteria

You need to show that you:

1. identify and discuss the issues which may be raised at meetings with relevant people in their own agency prior to the meeting
2. prepare for the meeting to a sufficient level for effective participation
3. present required **information** clearly, accurately and succinctly and in a manner which is consistent with the formality and nature of the meeting
4. present yourself and interact with others in a manner which promotes the work of the agency and is consistent with the promotion of individuals' rights
5. make timely and appropriate interventions which challenge others when they misinterpret **information** or are discriminating unfairly
6. seek advice and support from an appropriate person if difficulties arise
7. acknowledge the rights of others to hold alternative views even if they are in disagreement with the worker's and their agency's perspective
8. make constructive comments on the contributions and views of others
9. explain clearly and accurately the nature of, and rationale for, your agency's policies and practices when these are questioned
10. complete records accurately and clearly and store them according to agency requirements
11. feed back to relevant others in their own agency, **information** on the meeting and identify any further action to be taken.

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- how you have applied the principles of equality, diversity and anti-discriminatory practice to your work

Legislation and organisational policy and procedures
- the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work.
- the nature of the sector, the nature, roles and functions of the principal agencies within the sector and their structures, functions, methods of communication and decision making processes; how one's own work and work role interacts with others in related agencies and the benefits of working collaboratively - across agencies and across disciplines; how teams and collaborative work evolve over time and the impact of this on relationships and effective working
- the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

Theory and practice
- the functions, procedures, (eg administration and etiquette) and resources of different meetings; possible meeting outcomes and methods of preparing for these; the different forms of report which are required for different meetings and the importance of effective preparation; how to present one's own case at meetings even when this may not be high on others' agenda; ways of prioritising the key points for presentation at meetings and making sure that they are heard; the value of networking informally around meetings, (ie being present when the main work of the meeting is not underway)
- ways of identifying and addressing problems with information
- the nature, extent and boundaries of your work role and its relationship to others
- the ways you have evaluated your own competence, determined when further support and expertise are needed and the measures taken to improve your own competence in this area of work

HSC450   **Develop risk management plans to support individual's independence and daily living within their home**

Elements of Competence

HSC450a   Prepare to carry out risk assessments
HSC450b   Carry out risk assessments
HSC450c   Develop, agree and regularly review risk management plans with individuals

About this unit[1]
For this unit you need to be able to identify hazards, assess and minimise risks and compare these with previous risk assessments.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Accidents could be due to: falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty.
Communicate 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.
Danger could be: imminent; in the short term; in the medium term; in the longer term.
Harm and abuse within this unit will cover: neglect; physical, emotional, psychological, financial and sexual abuse; bullying; self-harm; reckless behaviour.
Incidents could include: bomb scares; intruders; lost keys, purses etc., a person being locked out or missing; aggressive and dangerous encounters.
Key people include: family; friends; carers; others with whom the individual has a supportive relationship.
Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit
The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

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Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Abuse	Abuse is causing physical, emotional, psychological, financial and sexual abuse; bullying; self-harm; reckless behaviour. or failing/neglecting to protect them from harm
Accident	Unforeseen major and minor incidents where an individual is injured
Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Danger	The possibility of harm and abuse happening
Emergencies	Immediate and threatening danger to individuals and others
Extra support	Can include the use of key people and other professionals or specialist equipment to aid risk assessment
Harm	The effects of an individual being physically, emotionally, psychologically, financially or sexually injured or abused
Hazards	Something with the potential to cause harm
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in the individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Preferences	The wishes, views and choices of individuals about their language and communication, beliefs, personal care, where they wish to live, how their independence and potential can be maximised and how they should be treated
Rights	The rights that individuals have to: - be respected - be treated equally and not be discriminated against - be treated as an individual - be treated in a dignified way - privacy - be protected from danger and harm - be cared for in a way that meets their needs, takes account of their choices and also protects them - access information about themselves - communicate using their preferred methods of communication and language
Risk assessments	An examination of an individual's home and the items within it, their support systems and anything or anyone including their own behaviour that could cause harm or lead to the abuse of individuals, in order to assess whether and what precautions can be made to manage any identified risks
Risk management plan	A plan which sets out how any risks identified for an individual can and should be managed
Risks	The likelihood of danger, harm and/or abuse arising from anything or anyone

HSC450a   Prepare to carry out risk assessment

Performance Criteria

You need to:

1.   access and review records, reports, documents, plans and other information to identify:
   - the risks individuals are aware of, and their **preferences** for managing them so that they are able to maintain their independence and live at home
   - any potential risks associated with the health, social or care needs of individuals that need to be taken account of when carrying out the risk assessment

2.   seek and gain approvals and permissions necessary to access the individual's home to carry out **risk assessments**

3.   identify the procedures for accessing individuals homes and ensuring security on leaving the premises

4.   take note of any information relevant to carrying out the risk assessment, including that which is relevant to your own and others safety and protection

5.   seek additional advice and **extra support** from **others** within and outside your organisation to enable you to carry out risk assessments in areas that are outside your expertise

6.   complete records, reports and other documents to enable you to carry out the risk assessment, within confidentiality agreements and according to legal and organisational requirements

HSC450b   Carry out risk assessments

Performance Criteria

You need to:

1.   support individuals and key people to:
   - understand why the risk assessment must be undertaken
   - agree the way you will work with them to carry it out
   - review the information you have already accessed
   - actively participate in the process

2.   provide **active support** to enable **individuals** and **key people** to identify and communicate their views about the risks involved in maintaining their independence and daily living within their home

3.   carry out the risk assessments in a way that is appropriate to the individual's needs and actively seek out and include the views of individuals and key people in your assessment

4.   work with individuals and key people to identify people who may access their home and any associated risks

5.   identify **hazards** which could result in **accidents**, falls, **danger, harm, abuse** and injury to individuals, key people, yourself and other staff

6.   work with individuals and key people to assess the level of risks and identify how they can be safely managed:
   - for any manual handling tasks staff are required to undertake
   - for any personal care and other work activities staff are required to undertake
   - for falls, accidents and emergencies
   - for the individual to maintain their independence and live at home
   - for people who may have access to the individual's home
   - for equipment, appliances, fixtures and the premises
   - for accessing and the security of premises

7.   identify and agree unacceptable risks and take appropriate action according to legal and organisational requirements

8. recognise your own limitations and seek expert advice and guidance on risk assessment when appropriate
9. record and report the results of the risk assessments within confidentiality agreements and according to legal and organisational requirements

HSC450c   Develop, agree and regularly review risk management plans for individuals

Performance Criteria

You need to:

1. follow legal and organisational procedures for compiling the **risk management plan** for individuals
2. consult with individuals and key people to identify, within the risk management plan, procedures, practices, equipment and number of staff required to safely manage risks associated with:
    - personal care and other work activities
    - manual handling tasks
    - meeting the individual's preferences for maintaining their independence and living at home
    - gaining access to, and ensuring the security of the individual's home
3. identify within the plan:
    - the procedures and practices for maintaining and recording new risks associated with equipment, appliances, fixtures and the premises
    - the resources and procedures that need to be in place, and how they will be regularly monitored, to minimise the risk of accidents, injury and harm to individuals, key people and staff
    - how, when and by whom the risk management plan will be implemented and reviewed
4. communicate the content of the risk management plan to individuals and key people in ways that they can understand
5. identify areas where the plan meets the individual's preferences and key people's views and those where opinions differ
6. make changes to the plan to meet the individual's preferences and take appropriate action where differences of opinion occur
7. ensure that the risk management plans are regularly reviewed in accordance with legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when developing risk management plans to support individuals' independence and daily living within their home
- knowledge and practice that underpin the holistic person-centred approach which enable you and staff for whom you are responsible to work in ways that:
- place the individual's preferences and best interests at the centre of everything you do
  - o provide active support for the individuals
  - o recognise the uniqueness of individuals and their circumstances
  - o empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
  - o develop risk management plans to support individuals' independence and daily living within their home
- how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when developing risk management plans to support individuals' independence and daily living within their home
- how to challenge, and to support staff to challenge, information, documents, systems, structures, procedures and practices that are discriminatory when developing risk management plans
- how to promote relationships that support the individual's rights, choices and well-being when developing risk management plans
- Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your setting and own and others roles, responsibilities, accountability and duties when developing risk assessment plans
- current local, UK legislation and organisational requirements, procedures and practices for:
  - o managing domiciliary care provision
  - o data protection
  - o making and dealing with complaints
  - o health and safety
  - o employment practices
  - o the domiciliary care service, its role and contribution to the well-being of individuals
  - o managing domiciliary care provision
  - o risk assessment, risk management and the development and review of risk management plans
- the protection of individuals and key people from danger, harm and abuse
- your responsibility for keeping yourself, individuals and others safe
- working in integrated ways to promote individuals' well-being
- key government initiatives which affect risk management in the domiciliary care provision
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for managing risks to individuals, key people, others and the environment
- how to access and record information, decisions and judgements when developing risk management plans, electronically and manually
- policies, procedures, guidance and protocols with the other organisations and professions

with whom you work
- the purpose of and arrangements for you to provide and receive supervision and appraisal
- how to access, evaluate and influence organisational and workplace policies, procedures and systems

Theory and practice
- how and where to access literature, information and support to inform your practice when developing risk assessment plans
- an up to date knowledge of:
  - literature related to best practice for risk assessment and management
  - government reports, inquiries and research on risk management in domiciliary care
  - government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people at home in domiciliary care
- theories of:
  - assessing and managing risk within domiciliary care
  - conflicts and dilemmas
  - developing risk management plans
  - stress and how it can affect behaviour
  - how power and influence can be used and abused when assessing risks and developing risk management plans
- multi-disciplinary and multi-organisational working
- the role of relationships and support networks in promoting the well-being of individuals
- knowledge of health, social, emotional, financial and environmental factors that affect the well-being of individuals, families, groups and communities and the implications of these to risk assessment and management
- knowledge of physical, social, emotional and mental health conditions you are likely to have to deal with in your work with individuals, families, carers, groups and communities
- how to analyse, balance and interpret:
  - individual needs and preferences
  - views of key people
  - evidence, knowledge and practice based information
  - knowledge of individual conditions
  - to enable you to develop risk management plans
- specialist services needed for the individuals for whom you and your organisation are providing services including those requiring intermediate and respite care
- how to prepare for, carry out and review risk assessments
- the content and areas of risk that need to be addressed when developing, implementing and reviewing flexible and effective risk management plans to support the independence of individuals and daily living within their home
- the use of evidence, fact and knowledge-based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence
- the use of evidence based practice to:
  - justify your actions and decisions for risk assessments and the development and review of risk management plans
  - record and report processes and outcomes of your work

HSC451   Lead teams to support a quality provision

Elements of Competence

HSC451a   Establish effective working relationships with team members
HSC451b   Establish and support team members to carry out their work activities, roles and responsibilities effectively
HSC451c   Assess and provide feedback on individual and team performance

About this unit[1]
For this unit you will need to lead teams to enable the best possible delivery of services.

Scope
The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.
Key people: family; friends; carers; others with whom the individual has a supportive relationship.
Issues could be: changes; difficulties.
Team members include members in: your work team; multi-disciplinary teams; multi-agency teams.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[1], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health and care services. Where individuals use advocates or interpreters to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers individuals and their advocates or interpreters
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and

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people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[1] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[1] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[1] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[1] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[1] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[1] If you are working with children and young people the term "individuals" covers children and young people and "key people" cover

language

Role model   When you illustrate best practice through your own behaviour, attitudes, actions and practice. It allows team members to emulate your model

Team members   The worker's team, the multi-disciplinary team, and the broader multi-agency team

HSC451a   Establish effective working relationships with team members

Performance Criteria

You need to:

1.   establish working relationships with **team members** that:
   - build trust and confidence in your abilities as a leader and in their abilities to work effectively in their individual roles and as members of the team
   - enable them to confide in you about their own practice, concerns and issues and where practices and procedures need to be challenged or changed
   - enable you to constructively challenge practices and procedures that need to be improved, changed or eradicated
2.   work with team members to identify their interests, skills and preferences when working individually and in teams
3.   identify the strengths of team members, and areas in need of development
4.   praise good working practices from team members
5.   develop relationships that ensure the participation of all team members
6.   work with the team to develop working practices that empower team members, do not discriminate, and that encourage them to make constructive suggestions about effective practice and practice that needs improvement
7.   respond sensitively and fairly to develop individual and team practice that needs improvement
8.   identify the potential for conflict and deal fairly and appropriately with conflict within the team
9.   seek constructive feedback about your own role within the team
10.   ensure your actions and behaviour provide a **role model** of good practice for team working and leadership
11.   ensure you carry out your own role and responsibilities effectively

HSC451b   Establish and support team members to carry out their work activities, roles and responsibilities

Performance Criteria

You need to show that:

1.   you work with team members to identify the purpose of working in teams and the particular roles and responsibilities of the team
2.   you work with team members to recommend the way work activities for which the team is responsible can best be allocated
3.   you support team members to identify and agree work activities, roles and responsibilities that:
   - make the best use of resources and the abilities of team members
   - are consistent with the team's objectives, policies and values of your organisation
4.   encourage team members to undertake work activities, roles and responsibilities to meet their personal development needs
5.   agree work activities, roles and responsibilities and the limits of their authority with each team member

6. confirm team and individual understanding of, and commitment to, work activities, roles and responsibilities

7. identify and provide support and advice for team members when they are:

8. carrying out their work activities, roles and responsibilities

9. stressed and distressed

10. having difficulty carrying out their work activities, roles and responsibility

11. use organisational procedures and practices to challenge poor practice

12. where team resources are insufficient, reach agreement with relevant people on the prioritisation of objectives or re-allocation of resources

13. inform team members of changes to work activities, roles and responsibilities in ways which minimises the impact on time, cost and inconvenience

HSC451c   Assess and provide feedback on individual and team performance

Performance Criteria

You need to:

1. meet regularly with the team, and team members individually, to review the effectiveness of individual work activities, roles and responsibilities in enhancing the health and well-being of **individuals** and **key people**

2. clearly explain:
   - the purpose of monitoring and assessing team and individual performance
   - the criteria that will be used to monitor and assess team and individual performance

3. provide opportunities and support team members to monitor, assess and provide feedback on their own performance

4. seek and collate feedback on team members and your own performance from individuals, key people and others

5. collect sufficient, valid and reliable information to allow you to assess team, and individual, performance objectively

6. ensure your assessments take due account of the personal circumstances of team members and of organisational constraints

7. provide individual, and team, feedback in an environment, form and manner that is most likely to maintain and improve performance and which respects team members and the need for confidentiality

8. provide constructive feedback to team members that:
   - is clear
   - is based on your objective assessment of their performance and evidence from individuals, key people and others
   - acknowledges their achievements
   - challenges poor practices appropriately and makes constructive suggestions for improving future performance

9. provide opportunities to teams and individuals to respond to feedback

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when leading teams
- knowledge and practice that underpin the holistic person-centred approach which enable you and team members to work in ways that:
  - place the individual's preferences and best interests at the centre of everything you do
  - provide active support for individuals
  - recognise the uniqueness of individuals and their circumstances
  - empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
- how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when leading teams
- how to challenge and support team members to challenge information, documents, systems, structures, procedures and practices that are discriminatory
- how to promote relationships that respect team members
- approaches to ethical leadership and managing diversity
- how to manage ethical dilemmas and conflicts with team members

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your setting and the roles, responsibilities, accountability and duties of others when leading teams
- current local, UK legislation and organisational requirements, procedures and practices for:
  - leading teams within your the health and care setting
  - data protection
  - making and dealing with complaints
  - health and safety and dealing with emergencies, accidents and incidents
  - your responsibility for keeping yourself, individuals and others safe
  - employment practices
  - working in integrated ways to promote the individual's well-being
  - key government initiatives which affect the leadership of teams working within your organisation
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for team working
- how to access and record information, decisions and judgements about team working, outcomes and issues, electronically and manually
- policies, procedures, guidance and protocols with the other organisations and professions with whom you work, especially in relation to team working
- your team objectives, and the organisational policies, procedures and values which have a bearing on the allocation of work within the team
- the purpose of and arrangements for you to provide and receive supervision and appraisal

Theory and practice

- how and where to access literature, information and support to inform your practice when leading teams
- an up to date knowledge of:
  - literature related to best practice when leading teams
  - government reports, inquiries and research about working within and leading teams in the health and care sector
  - government reports, inquiries and research into serious failures where team working did not protect individuals, families, carers and other key people
- theories of:
  - team working
  - leadership and leadership styles that are effective in your area of work
  - conflicts and dilemmas
  - stress and how it can affect behaviour
  - motivation, in relation to leading teams
  - how power and influence can be used and abused when leading teams
  - how to set up procedures and protocols to support team members
  - methods of multi-disciplinary and multi-organisational working
  - how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working
- methods and techniques for:
  - evaluating own strengths and weaknesses as an open and participatory leader
  - working with external management and governance on ethical and moral dilemmas
  - communicating and inter-acting with individuals, key people and others in individuals' lives and other professionals
  - how to lead and motivate team members to meet the team's objectives and achieve its outcomes
  - the importance of allowing the team members the opportunity to provide suggestions on how to improve their work and of you providing constructive suggestions on how performance can be improved
- how to encourage and enable team members to provide suggestions on the allocation of work activities, roles and responsibilities
- the importance of consulting with team members and achieving consensus and agreement on working practices, activities, roles and responsibilities
- how to gain the commitment of team members to work activities, roles and responsibilities
- the types of issues on which team members may need support, advice and guidance
- how to match work activities, roles and responsibilities with individuals' abilities and development needs
- the importance of regular meetings to update team members and receive feedback
- how to provide both positive and negative feedback to team members on their performance in a constructive way and in ways that encourage team members to feel that you respect them
- the importance of monitoring and assessing the on-going performance of teams and individuals
- how to monitor and make fair and objective assessments on the performance of teams and individuals
- the standards against which work should be assessed
- the information needed to assess the performance of teams and individuals
- the use of evidence, fact and knowledge-based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence

HSC452 **Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals**

Elements of Competence

HSC452a Contribute to developing, maintaining and evaluating systems that respect the rights and interests of individuals

HSC452b Contribute to developing, maintaining and evaluating systems to ensure that everyone is treated equally

HSC452c Contribute to developing, maintaining and evaluating systems that promote confidence in you and your organisation

About this unit[1]

For this unit you need to be able to develop, maintain and evaluate systems to support work that promotes the rights, responsibilities, equality and diversity of individuals.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate 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.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Your **knowledge and understanding** for this unit will relate to:
- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts
This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Colleagues	Colleagues can be anyone with whom you work, including, where appropriate any staff for whom you have responsibility. Colleagues can also be people from outside your organisations with whom you are working
Individuals	People requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being.
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

HSC452a   Contribute to developing, maintaining and evaluating systems that respect the rights and interests of individuals

Performance Criteria

You need to:

1. respect, and encourage **others** to respect, the dignity and privacy of **individuals, key people** and **colleagues**

2. act in ways that demonstrates to others how to:
   - respect and promote the views, choices and wishes of individuals, key people and others
   - provide **active support** to enable individuals to participate and to manage their own lives as much as they are able, providing assistance where requested and necessary
   - promote the independence of individuals
   - take complaints, comments and suggestions seriously

3. contribute, and support colleagues to contribute to developing, maintaining and evaluating systems that respect the rights and interests of individuals

4. recognise dilemmas when promoting the rights and responsibilities of individuals and, where possible, develop appropriate solutions

5. provide up to date information and communicate in ways which enable individuals and key people to:
   - understand and exercise their rights and responsibilities
   - acknowledge the complexities of decisions that individuals need to make to balance their rights, preferences and responsibilities

6. support the rights of individuals, and contribute to developing, maintaining and evaluating systems to support individuals to:
   - access information about themselves
   - make comments and complaints
   - make informed choices and decisions about their lives, well-being and how to manage potential and actual risks

7. support individuals who need assistance to exercise their rights

8. seek appropriate support when there are conflicts between the individuals' rights and responsibilities that you cannot deal with

HSC452b   Contribute to developing, maintaining and evaluating systems to ensure that everyone is treated equally

Performance Criteria

You need to:

1. contribute, and support colleagues to contribute to developing, maintaining and evaluating systems to ensure that:
   - each person is treated and valued as an individual
   - individuals' preferences are placed at the centre of everything that is done
   - equal opportunities are promoted
   - the diversity, cultures and values of individuals and key people are respected
   - the participation, contribution and inclusion of all individuals is promoted
   - active support is promoted to enable individuals to participate to the best of their abilities

2. use your own behaviour and actions, to support colleagues and others to work in ways that:
   - are consistent with individuals' beliefs and preferences
   - positively recognise the diversity of individuals

- support anti-discriminatory practice and pro-actively identify and take action to address discrimination and oppression
- challenge discrimination by individuals and oppression by organisations

3. seek advice, information and guidance when you are having difficulty implementing systems to promote equality and diversity

4. check that all information in the organisation recognises and promotes equality and diversity, and take appropriate action with any information that is discriminatory in any way

HSC452c   Contribute to developing, maintaining and evaluating systems that promote confidence in you and your organisation

Performance Criteria

You need to:

1. recognise the power and influence your job role and responsibilities may bring and use these sensitively and responsibly

2. contribute to the development, maintenance and evaluation of systems that enable colleagues to recognise the influence they have, and that enable them to use this influence sensitively and responsibly

3. demonstrate that you are trustworthy, reliable and dependable and support colleagues and others to do the same

4. communicate and support colleagues and others to communicate in appropriate, open, accurate and straightforward ways

5. contribute to the development, maintenance and evaluation of systems that:
   - enable individuals, key people and others from within and outside your organisation to understand your organisation's policies and procedures on confidentiality and complaints
   - ensure individuals' rights to confidentiality of information are maintained, within confidentiality agreements and according to legal and organisational procedures and requirements
   - ensure work commitments are honoured and, where this is not possible, individuals are informed promptly and sensitively
   - ensure interests are declared that might influence judgements and practice
   - enable you and others to reflect on, and challenge assumptions and ways of working
   - ensure that the rights and needs of individuals are effectively represented, using advocates and interpreters appropriately

6. you contribute to monitoring the effectiveness of equality, diversity and rights policies and procedures with individuals, key people, colleagues and others

7. you provide feedback to improve the effectiveness of policies and procedures on equality, diversity and rights

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values
- legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when promoting the choice, well-being and protection of individuals
- knowledge and practice that underpin the holistic person-centred approach which enable you to work in ways that:
- place the individual's preferences and best interests at the centre of everything you do
- provide active support for the individuals
- recognise the uniqueness of individuals and their circumstances
- empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks from danger, harm and abuse
- methods and ways of working that:
  - support equality and diversity
  - support the rights of people to communicate in their preferred way, media and language
  - are effective when dealing with, and challenging information, documents, systems, structures, procedures and practices that are discriminatory
  - are ethical and adhere to any codes of practice relevant to your work
  - respect other people's ideas, values and principles
- how to ensure that you and others for whom you are responsible protect the rights and the interests of individuals taking account of any limitations on the individuals' rights
- how to manage ethical dilemmas and conflicts for individuals, those who use services and staff

Legislation and organisational policy and procedures
- codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of others when developing a culture, systems and practices which promote the choices and well-being of individuals and key people
- current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection
  - health and safety
  - risk assessment and management
  - employment practices
  - making and dealing with complaints and whistle blowing
  - developing practices which promote the choices, well-being and protection of all individuals
  - key government initiatives which affect the organisational practices to promote the choice, well-being and protection of all individuals
- how to access, evaluate and influence organisational and workplace policies, procedures and systems for the choice and well-being of individuals
- how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when promoting the choice, well-being and protection of individuals

- policies, procedures, guidance and protocols with the other organisations and professions with whom you work related to promoting the choice, well-being and protection of individuals

Theory and practice

- how and where to access literature, information and support to inform your and colleagues practice about contributing to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals
- an up to date knowledge of:
  - the literature related to best practice in the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals
  - government reports, inquiries and research relevant to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals
- theories about:
  - how power and influence can be used and abused when managing and processing requests for health and care services
  - multi-disciplinary and multi-organisational working
  - organisational methods, systems and structures
  - human growth and development
  - identity, self-esteem and self-image
  - managing loss and change
  - stress and how it can affect behaviour
  - inter-personal communication
  - promoting the choice, well-being and protection of individuals
- acting as a mentor to assist staff to develop practice and support organisational culture, systems and procedures for:
  - the effective communication and engagement with individuals, key people and others
  - involving individuals in assessing, planning, implementing, reviewing health and care services and plans; taking into account their needs, views, and preferences
  - working with families and carers to support individuals
  - working with individuals who have been abused, bullied, persecuted, who are at risk of danger, harm and abuse
- the use of evidence based practice to:
  - justify your actions and decisions
  - record and report processes and outcomes of your work
  - factors within the environment which adversely affect the promotion of diversity, inclusivity and equity
- factors in the working environment that may be discriminatory and oppressive to the individual's rights and methods of challenging these
- how systems affect people's rights and the purpose of designing systems which support equality and diversity
- how to maintain systems which support the promotion of rights, and of equality and diversity of all within the working environment
- methods of evaluating the effectiveness of systems that promote an inclusive culture that values and respects all individuals and how to bring about changes
- the assumptions and oppressions which surround different groups and the ways in which this is built into society and organisations
- the forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings
- possible effects of stereotyping, prejudice and labelling on people