

H5N3 04 (SCDHSC0319) — Support the Families of Children and Young People in Their Own Homes

Overview

This standard identifies the requirements for supporting the families of children and young people in their own homes when they are experiencing difficulties. This begins with preparing for engagement with families and supporting families to agree areas for work. The standard includes enabling the family to engage in addressing issues with a view to achieving agreed outcomes. It also covers monitoring and evaluating the work.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where the child, young person or family member finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the child, young person or family member.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Accessible ways may include telephone, letter, email or other formats and must take account of methods of communication that suit the preferences, needs, dignity and values of family members.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

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

The **family** includes people who are legally related and those who through relationships have become an accepted part of the family unit.

Key people are those who are important to family members and who can make a difference to their wellbeing. Key people may include wider family, friends, carers and others with whom the family has a supportive relationship. Engagement with key people should always be done with the knowledge of the family and in most cases with the agreement of the family.

Others are your colleagues and other professionals whose work contributes to the family's wellbeing and who enable you to carry out your role.

Your own reactions may relate to strong feelings, beliefs and attitudes about the nature of the difficulties facing the family that may affect your interaction and work with them.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development may include:

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

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

Performance Criteria — What you do in your job

You must provide evidence to meet all the 29 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Prepare to visit families in their own home

	Performance Criteria	Evidence Number where this criteria has been met
1	Identify information that will assist you to build up a picture of the family's culture and background and the issues they are facing.	
2	Collate the information available.	
3	Identify any gaps and inconsistencies in information and assessments.	
4	Review the information to reach a preliminary view on the issues facing the family.	
5	Reflect on your own reactions to the information gathered to consider how these could affect your work with the family.	
6	Formulate what may be your contribution to addressing the issues facing the family.	
7	Consult with relevant key people and others to agree a plan for your initial visit.	
8	Communicate with the family in accessible ways to prepare them for your visit.	

Engage with families and others to identify families' needs and ways to address them

	Performance Criteria	Evidence Number where this criteria has been met
9	Visit the family in accordance with the agreed plan.	
10	Ensure that you and the family have a shared understanding about your role and the reason for your involvement.	
11	Work in ways that promote active participation to enable family members to identify their own needs and priorities and where there are any differences in perspective.	
12	Support the family to understand that you are working in partnership with others in the work you are carrying out with them.	
13	Clarify with the family the boundaries of confidentiality.	
14	Work with any differences in perspective among family members, respecting each opinion.	
15	Work in partnership with the family and others to access information about resources and options available to help support the family and address their needs.	
16	Support the family to articulate their preferred option and the outcomes it is intended to achieve.	
17	Test with the family how feasible the option will be.	
18	Identify any potential difficulties and how they will be addressed.	
19	Agree the roles and responsibilities of you, the family and others in implementing the preferred option.	

Support family members to engage with identified issues and work towards outcomes

	Performance Criteria	Evidence Number where this criteria has been met
20	Work with the family to ensure they are clear about your contribution in supporting them to work towards outcomes and the limits of this.	
21	Support family members to identify the changes that will need to be made in order for the family to benefit all its members.	
22	Enable family members to articulate what contribution each must make to achieve identified outcomes for the family.	
23	Encourage family members to participate in activities that will enable them to function more effectively as a family unit.	
24	Provide appropriate support where required to promote participation.	
25	Support the family to recognise and value progress.	
26	Provide constructive feedback to enable the family to progress further.	

Contribute to evaluating the work undertaken with families in their own home

27	Contribute to reviewing with the family and others how the planned work is progressing.	
28	Contribute to evaluating with the family and others how far the work has met planned outcomes.	
29	Contribute to agreeing the continuation, adjustment, referral or closure of the work.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 56 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that children, young people and their families have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain the dignity, respect, personal beliefs and preferences of children and young people and their families.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Theories underpinning our understanding of child development and factors that affect it.	
23	Theories about attachment and its impact on children and young people.	

Communication

24	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
25	Methods and techniques to promote communication skills which enable children and young people and family members to express their needs, views and preferences.	

Personal and professional development

26	Principles of reflective practice and why it is important.	
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Health and Safety (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
27	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
28	Practices for the prevention and control of infection in the context of this standard.	

Safeguarding

29	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
30	Indicators of potential or actual harm or abuse.	
31	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
32	What to do if you have reported concerns but no action is taken to address them.	

Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
35	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
36	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.	
37	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.	
38	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.	
39	The importance of promoting secure and permanent relationships for children and young people.	
40	The rights and responsibilities of parents and carers.	
41	Theories regarding the importance of identity and self-esteem.	
42	Stress and how it can affect behaviour.	
43	Theories on motivation.	
44	Methods of good inter-personal communication with children and young people, including those whose age or condition requires non-verbal interactions and communications.	
45	The impact of poverty on health and wellbeing.	
46	Risk assessment and risk management.	
47	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption/continuity of worker.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
48	Use of observation techniques to identify and record and the importance of recording your observations.	
49	The significance of the bonding between parents and their children.	
50	Methods of involving parents and carers in meetings about their children.	
51	Types of support for disabled children, young people and parents.	
52	Models of disability.	
53	Types of evidence that are valid in investigations and court actions.	
54	Knowing your role boundaries regarding evidence gathering in issues of safeguarding.	
55	The importance of evidence, fact and knowledge based records and reports and clarity about the source of the evidence.	
56	The use of evidence based practice to justify your actions.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	