

H5P2 04 (SCDHSC0227) — Contribute to Working in Partnership With Carers

Overview

This standard identifies requirements when you contribute to working in partnership with carers. As well as contributing to working in partnership with carers to support individuals, this includes working together to identify carers' own support needs and supporting them to access resources, services and facilities to address these. It also includes contributing to the review of arrangements to address carers' own needs and preferences.

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 an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

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

Carers are those who provide unpaid support and could include family members, partners, neighbours or friends.

To **communicate** may include using the 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 may be provided orally; paper based; electronically.

The **individual** is the person requiring support from the carer to meet their health or social care needs.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Needs may include those that are physical; emotional; mental; short term; medium term; long term.

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

Resources, services and facilities may include financial or physical resources, including materials and equipment, or human resources to make changes to the environment; services provided to the carer at home or elsewhere; therapeutic services; services that enable the carer to meet their social, leisure or employment needs; transport; support groups relating to the specific needs of the carer or the individual.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage and destruction to the environment and goods; the possibility of injury and harm to people.

Scope/range related to Knowledge and Understanding

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

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

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

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

- ◆ to be treated as an 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 24 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.

Contribute to working in partnership with carers to support individuals

	Performance Criteria	Evidence Number where this criteria has been met
1	Develop a relationship with the carer that respects their culture, their expertise and their role as a partner with you in supporting the individual .	
2	Ensure that you communicate effectively with the carer.	
3	Work with others to identify information that will be relevant and useful for the carer as they support the individual.	
4	Ensure that you understand the information yourself.	
5	Support the carer to understand and use the information, using their preferred language and communication methods.	
6	Clarify your own role and that of the carer, key people and others in supporting the individual.	
7	Carry out your agreed role in ways that demonstrate your dependability and your commitment to working with the carer, key people and others as partners.	

Contribute to working in partnership with carers to plan support for their own needs and preferences

	Performance Criteria	Evidence Number where this criteria has been met
8	Work with others to gather information about resources, services and facilities that are available to meet the carer’s own support needs .	
9	Contribute to identifying what support the individual will require to make it possible for the carer to access their own support.	
10	Contribute to identifying any risks associated with the carer accessing their own support.	
11	Contribute to planning how the carer will access the resources, services, and facilities they have selected for their own support.	
12	Access additional help where the needs of the carer are outside your scope of responsibility and expertise.	

Contribute to working in partnership with carers to access resources, service and facilities

13	Contribute to supporting the carer to access the resources, services, and facilities they have selected.	
14	Contribute to enabling the individual to access the support they require in order for the carer to access their own support.	
15	In agreement with the carer, provide feedback on any difficulties the carer is having in using the agreed resources, services, and facilities.	
16	In agreement with the carer, provide feedback on any changes in their lives and wellbeing.	
17	In agreement with the carer, provide feedback on any apparent risks that have emerged and need to be managed.	

Contribute to working in partnership with carers to access resources, service and facilities (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Follow work setting procedures when you and the carer find any aspect of the agreed resources, services, and facilities discriminatory.	

Contribute to the review of services and facilities for carers

19	Agree with the carer and others your role in reviewing arrangements for the carer's own support and the criteria to be used in the review.	
20	Explore with the carer what has been helpful and what has been unhelpful in the resources, services, and facilities they have used.	
21	Provide feedback on the resources, services, and facilities and their effect on the carer and the individual whom they support.	
22	Contribute to identifying any changes needed in the resources, services, and facilities and how to make these changes happen.	
23	Work with the carer and others to implement agreed changes.	
24	Seek additional help where the changes are outside your scope of responsibility and expertise.	

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 52 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	Work setting requirements on equality, diversity, discrimination and human rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of individuals you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating.	

Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

Safe-guarding

32	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
33	Signs and symptoms of harm or abuse.	
34	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
35	What to do if you have reported concerns but no action is taken to address them.	

Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	What confidentiality means.	
39	How to maintain confidentiality in your work.	
40	When and how to pass on 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
41	How to deal with differences in your own values and those of carers.	
42	How to promote the carer's rights, choices and wellbeing.	
43	How to deal with conflicts which might arise between individuals' and carers' choices and needs.	
44	Actions to take when there are any key changes in the conditions and circumstances of carers and the individuals they are caring for.	
45	Types of possible abuse by carers of individuals, and carers by individuals.	
46	The role and contribution of carers in promoting the health, social, emotional, educational, leisure and recreational needs of individuals.	
47	How to access information about resources, services, facilities and support groups to support the health and wellbeing of carers.	
48	How to work with carers to access selected resources, services, facilities and support groups.	
49	How the support available to carers and the length of time they have been providing care can impact on their health and wellbeing.	
50	Methods of working that are effective in forming, maintaining, changing and ending relationships with carers.	
51	Methods of working with carers to support them to cope with the conditions that they are likely to face.	
52	Methods of working with carers to understand the importance of meeting their own health, social and emotional needs.	

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	