

H5R6 04 (SCDHSC0428) — Lead the Development of Programmes of Support for Carers and Families

Overview

This standard identifies the requirements when you lead on developing programmes of support for carers and families of individuals who use health and social care services. The requirements include working with carers and families to gather information about their needs, then developing, implementing and reviewing the effectiveness of programmes of support for carers and families, in partnership with them and others.

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.

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.

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

Families are people who are legally related to the individual and those who through relationships have become an accepted part of their family.

Details may be 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.

The **individual** is the adult, child or young person you support or care for in your work.

Information you collect may include reports of interviews and discussions with carers and families; formal and informal assessment records; reports from other service providers, agencies and practitioners.

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

A **programme of support** may be for individual carers and family members or groups of carers and family members with similar support needs.

Review process may be in relation to an interim review during the course of a care or support programme; an outcome review at the conclusion of a programme.

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 36 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.

Gather information about the needs of carers and families

	Performance Criteria	Evidence Number where this criteria has been met
1	Agree with carers and families what information about them can be obtained from and shared with others .	
2	Gather together all relevant information about the needs of carers and families, in accordance with agreements made.	
3	Actively involve the individual in discussions about the needs of their carers and families where appropriate and agreed with all concerned.	
4	Confirm with relevant people the accuracy and currency of information gathered.	
5	Identify any gaps in the available information which may affect the design and planning of the support programme.	
6	Assess the implications of any gaps identified.	
7	Take action to obtain required information, consistent with agreed boundaries of confidentiality and information exchange.	
8	Provide opportunities for carers and families to clarify, confirm and augment the information held about their needs.	
9	Confirm with carers and families that the information provides a complete and up to date basis on which to develop a support programme.	

Gather information about the needs of carers and families (cont)

	Performance Criteria	Evidence Number where this criteria has been met
10	Ensure that all information is kept secure and updated as necessary during the planning process.	

Develop programmes of support for carers and families

11	Take account of the expressed preferences of carers and families when developing the programme of support to meet their needs.	
12	Take account of known good practice, legal requirements and work setting policies and practices when developing the programme.	
13	Take account of known resource availability and constraints when developing the programme.	
14	Support the active participation of the individual, carers and families in the development process.	
15	Interact with carers and families in ways which demonstrate respect for their right to contribute to the development process.	
16	Develop a balanced programme with a focus, nature and duration that will enable the needs of carers and families to be addressed.	
17	Agree the monitoring processes and evaluation criteria to be applied when the programme of support is implemented and reviewed.	

Implement programmes of support for carers and families

	Performance Criteria	Evidence Number where this criteria has been met
18	Plan the details of the programmes of support to be provided, in accordance with work setting policies and statutory responsibilities.	
19	Record details of the programme in accordance with legal and work setting requirements.	
20	Ensure that details of the programme are communicated to all those who need to and have a right to receive them.	
21	Allocate the roles and responsibilities of all parties within the programme of support.	
22	Enable those involved to clarify and confirm their understanding of the programme and their role and responsibilities within it.	
23	Monitor the implementation of the programmes in an effective manner using agreed processes.	
24	Act promptly to deal with any matters which arise and have the potential to disrupt the programme.	
25	Keep accurate, complete and up-to-date records of the monitoring process and of any actions taken to ensure that the implementation of the programme proceeds effectively.	

Review the effectiveness of support programmes with carers and families

	Performance Criteria	Evidence Number where this criteria has been met
26	Gather together all monitoring and other information on the programme of support.	
27	Check the information for relevance, accuracy, currency and reliability.	
28	Ensure that all parties are aware of the timing of the review and have the opportunity to contribute to it.	
29	Ensure that the review process is conducted in a way and in an environment that facilitates the active participation of the individual, carers and family members.	
30	Support carers, families and other stakeholders to communicate their views on the effectiveness of the programme.	
31	Lead the review process, ensuring that the views of carers, families and others are taken fully into account.	
32	Clearly summarise the outcomes of the review.	
33	Support all those who have contributed to clarify, confirm and comment on the summary.	
34	Complete records and reports about the review process and decisions taken, in accordance with legal and work setting requirements.	
35	Use the results of the review process to improve the development and implementation of current and any future programmes of support.	
36	Ensure that the results of the review process are communicated clearly to all those who need to receive them.	

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 65 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 individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

Your practice

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

Your practice (cont)

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

Theory for practice

22	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	
27	Communication.	
28	Factors that can affect communication and language skills and their development in children, young people adults.	
29	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

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

Safe-guarding

33	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
34	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
35	Indicators of potential harm or abuse.	
36	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
37	What to do if you have reported concerns but no action is taken to address them.	
38	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Multi-disciplinary working

39	The purpose of working with other professionals and agencies.	
40	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
41	Legal requirements, policies and procedures for the security and confidentiality of information.	
42	Legal and work setting requirements for recording information and producing reports.	
43	Principles of confidentiality and when to pass on otherwise confidential information.	
44	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
45	How and where electronic communications can and should be used for communicating, recording and reporting.	

Leading practice

46	Theories about leadership.	
47	Standards of practice, service standards and guidance relating to the work setting.	
48	National and local initiatives to promote the wellbeing of individuals.	
49	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
50	Methods of supporting others to work with and support individuals, key people and others.	
51	How to contribute to the development of systems, practices, policies and procedures.	
52	Techniques for problem solving and innovative thinking.	

Risk management

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
53	Principles of risk assessment and risk management.	
54	Principles of positive risk-taking.	

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
55	The types of support available to carers and families such as self-help groups, counselling, respite and how to access these.	
56	The distinction between support and family therapy/family based psychological interventions.	
57	The range of factors that need to be taken into account when developing a programme of support.	
58	Key features and requirements of the needs of the individuals for whose carers and families support programmes are being provided.	
59	The details which need to be specified in developing and implementing a programme of support.	
60	Different methods of enabling carers and families to participate in the development and review of programmes of support and their strengths and weaknesses.	
61	The importance of ensuring that carers and families are actively involved in the development and review of programmes of support.	
62	Ways in which the physical environment in which interviews and discussions take place can influence the participation of carers and families.	
63	How to facilitate carer/family participation in the development and review processes.	
64	How to decide whether there is sufficient, relevant, accurate and current information to develop a programme of support.	
65	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.	

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	