

H5S7 04 (SCDHSC0334) — Provide a Home and Family Environment For Individuals Requiring Care and Support

Overview

This standard identifies the requirements when you provide a home for individuals who require care and support. The standard includes welcoming individuals into your home and family life and helping them to settle in. It highlights the importance of identifying the needs, background and experience of individuals and the support which your family and network may require to make adjustments and welcome the individual. The standard addresses how you support the individual to adjust to living in your home and feel safe and secure. Finally it encourages evaluation of the placement and also reflection on your practice as a placement provider.

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.

Communication methods 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 **individual** is the person for whom you provide care or support in your home.

Networks may include the extended family, family friends, others who will be interacting with the individual on a regular basis.

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 **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people including self-harm, bullying, abuse, reckless behaviour, physical or emotional harm.

Safety devices and procedures may include smoke alarms; first aid kit; secure storage of medication; risk management agreements that enable chosen risks to be taken as safely as possible; procedures for health and safety required by the placement organiser.

Ways they find helpful may include conversations and other interactions using the individual's preferred communication; use of expressive arts; chosen times and locations; not probing beyond what the individual wants to express at any one time.

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; institutionalisation; 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 41 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.

Welcome the individual into your home

	Performance Criteria	Evidence Number where this criteria has been met
1	Consider information provided about the needs, background and experience of the individual for whom you are providing a home.	
2	Engage with the individual by using the language and communication methods they prefer.	
3	Take practical steps to make the individual feel welcome and valued.	
4	Introduce the individual to your family and networks in ways that show respect for the individual.	
5	Encourage your family and networks to provide a supportive welcome appropriate to the individual's preferences and needs.	

Support the individual to settle into your home

6	Help the individual to settle into your home, taking account of their distress and anxiety by giving them time, space and support.	
7	Ensure that the individual knows that items that are personal, special and provide comfort to them are accommodated within your home and available for their use.	
8	Support the individual to orientate themselves around the house and know where things are.	

Support the individual to settle into your home (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Make sure that the individual knows the space in the house which is personal to them and where they can store their personal belongings.	
10	Communicate with the individual letting them know how your family and living arrangements work.	
11	Discuss with the individual the ground rules that everyone in the house adheres to.	
12	Identify with the individual the relationships which are important to them and how these can be maintained.	

Explore the needs, background and experiences of the individual and the impact of these on family life

13	Support the individual to understand what confidentiality means and what kind of information may need to be shared with others .	
14	Confirm with the individual that information will not be shared without their knowledge.	
15	Make time and opportunity for the individual to communicate their needs, background experiences, wishes, preferences, interests and aspirations in ways they find helpful .	
16	Give the individual the opportunity to share their thoughts, feelings fears and aspirations about living in your home without fear of repercussions.	
17	Enable the individual to explore the benefits of living in your home both to	
18	Themselves and for your family	
19	Consider with others how the individual's needs and circumstances may affect your family.	

Explore the needs, background and experiences of the individual and the impact of these on family life (cont)

	Performance Criteria	Evidence Number where this criteria has been met
20	Discuss with the individual and your family how all can work together so that everyone's preferences and needs can be accommodated.	
21	Develop a plan with the individual and others to meet identified goals.	

Support your own family and other key people to accept, support and adjust to family life with the individual

22	Ensure your family and networks respect the individual as an adult.	
23	Encourage your family and social networks to accept the individual as a member of the household.	
24	Support your family and social networks to help the individual settle in, through inclusion in family and network activities in they wish to take part.	
25	Support your family to understand how their needs will continue to be met as well as the needs of the individual.	
26	Ensure that you treat everyone fairly, balancing the needs of family members and those of the individual.	
27	Assess the impact on family members of implementing the individual's care plan.	
28	Address any conflicts and disagreements sensitively and openly, seeking and using external support where necessary	
29	Set in place strategies to protect your own family if the individual's behaviour causes a risk to themselves, family members or other people.	

Support the individual to thrive whilst living in your home

	Performance Criteria	Evidence Number where this criteria has been met
30	Provide care and support in ways that maximise the independence and active participation of the individual in decision-making and day to day life, taking account of their abilities and adult status.	
31	Ensure that appropriate safety devices and procedures are used within your home to keep the individual safe from harm without being over-protective.	
32	Provide support to the individual at times when they are distressed.	
33	Support the individual to develop their gifts, interests and aspirations.	
34	Ensure that the individual has opportunities to maintain and extend valued friendships, social contacts and community networks.	
35	Support the individual to protect themselves against exploitation or abuse.	
36	Record and report any serious incidents or causes for concern immediately to the appropriate people, within confidentiality agreements and according to legal and work setting requirements.	

Evaluate the placement of the individual in your home

	Performance Criteria	Evidence Number where this criteria has been met
37	Support the individual to express the benefits and downsides of living in your home.	
38	Assess with the individual how well they think the placement is going.	
39	Evaluate with others the family's progress in supporting the individual to integrate into the family.	
40	Evaluate with the individual and others how the placement is meeting the individual's goals in accordance with the plan.	
41	Agree with the individual and others the continued sustainability of the placement and any changes that need to be made.	

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 50 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 requirements on equality, diversity, discrimination and human rights.	
2	Your role in promoting individuals rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

Your practice

	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 role in providing a home for individuals.	
7	Your own background, experiences and beliefs that may have an impact on how you carry out your role in providing a home for individuals.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others.	
10	The meaning of person centred working and the importance of knowing and respecting each individual.	
11	The prime importance of the interests and wellbeing of individuals.	
12	The individual's cultural and language context.	
13	How to build trust and rapport in a relationship.	
14	How to work in ways that promote active participation and maintain individual's dignity, respect, personal beliefs and preferences.	
15	How to work in partnership with individuals and others.	
16	How to manage ethical conflicts and dilemmas in your work.	
17	How to challenge poor practice.	
18	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	The nature and impact of factors that may affect the health, wellbeing and development of individuals.	
20	Theories underpinning our understanding of life cycle and human development.	
21	Theories about attachment and its impact post childhood into adulthood.	

Communication

22	The importance of effective communication in your role providing a home for individuals.	
23	Factors that can have a positive or negative effect on communication and language skills with individuals.	
24	Methods and techniques to promote communication skills which enable individuals with additional communication needs to express their needs, views and preferences.	

Personal and professional development

25	Principles of reflective practice and why it is important.	
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Health and Safety

26	Legal requirements for monitoring and maintaining health, safety and security that apply in your role providing a home for individuals.	
27	Practices for the prevention and control of infection.	

Safeguarding

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential or actual harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

Handling information

32	Legal requirements and agency policies and procedures that apply for the security and confidentiality of information.	
33	Legal and agency requirements for recording information and producing reports including the use of electronic communication.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	
35	Factors to take account of when deciding what information to divulge to member of your family and personal networks.	

Risk management

36	Factors that cause risks and those that ensure safe and effective care for individuals.	
37	Frameworks for risk assessment and risk management when providing a home for individuals.	

Providing a home for individuals

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	How and where to access information and support that can inform your practice when preparing to provide a home for individuals.	
39	Government reports, inquiries and research relevant to providing a home for individuals.	
40	Theories about loss and its impact on individuals.	
41	The importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption.	
42	Models of disability.	
43	Theories and principles that enable you to balance the needs of individuals and others within your home environment.	
44	How to work in partnership to establish whether the individual's needs and preferences can be accommodated within your home and family environment.	
45	How to prepare your family and networks to support individuals' requiring care in your home.	
46	The differing reasons why families and networks may be apprehensive or anxious, how to address their concerns and support the people involved.	
47	The likely effect on family dynamics, relationships and roles when providing a home for individuals.	
48	Conditions and issues you are likely to face when providing a home for individuals with specific needs.	
49	How to enable the individual to become an integrated member of the household.	
50	Types of support for individuals with disabilities accommodated within your home.	

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	