

H5R3 04 (SCDHSC0425) — Support People Who Are Providing Homes For Adults, Children or Young People

Overview

This standard identifies the requirements when you support the provision of a placement for an adult, child or young person in a provider's own home. The standard requires you to ensure that the placement provider has sufficient information and support in preparation for the placement and support during the placement itself. It also includes supporting the provider to reflect on and review the progress of the placement both for their own family and also for the adult, child or young person.

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.

All involved may include the family providing the placement, the individual's social worker/key worker, the support worker for the placement, yourself and any others as agreed.

Appropriate authority may be your line manager, senior manager, police or designated others.

A care or support plan is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

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.

Conflicts may be minor issues around settling in or day to day life; complex issues that may require external expertise; issues associated with the individual's family.

Development may include identifying further goals for the individual; the placement provider acquiring new skills/knowledge; different approaches on the part of the placement provider and their family.

Factors that are important may include the individual's communication preferences, their personal beliefs, cultural observances, dietary requirements and personal belongings.

Full and comprehensive information may include information about relevant circumstances, assessments, person-centred care or support plans, risk assessments, medication regimes, times of attendance for education, employment or therapeutic activities, etc.

The **individual** is the adult, child or young person for whom the placement is provided.

The **key worker** is the person specifically assigned to look after the interests of the individual

Meetings may include informal meetings to discuss house rules and conflict resolution on day to day issues; formal and informal meetings such as case conferences or case discussions; meetings with the adult, child or young person's own family.

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

The **placement provider** may be a family or an individual who has been assessed as fit to provide either a short-term or long term placement in their own home.

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 risk of self-harm, harm to the placement provider and their family, harm to others and harm from others.

Serious incidents may include accidents, major breaches of access agreements, child or adult abuse.

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 31 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.

Provide information and support for those preparing to providing a home for individuals

	Performance Criteria	Evidence Number where this criteria has been met
1	Clarify the purpose and nature of the support and care to be provided to the individual by the placement provider .	
2	Negotiate with the placement provider and their family what support they can expect in carrying out the role.	
3	Agree with the placement provider the information they require in advance of the placement.	
4	Secure the placement provider's agreement on confidentiality requirements to protect the individual.	
5	Support the placement provider to understand statutory requirements and guidance for those who provide placements and the importance of adhering to these.	
6	Clarify factors that are important and must be respected for the individual.	
7	Ensure that the placement provider has the full and comprehensive information they require to provide a home for the individual.	
8	Ensure the placement provider is fully aware of the individual's care or support plan .	
9	Where feasible, agree with the individual what information you will provide about them to the placement provider.	

Provide information and support for those preparing to providing a home for individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
10	Facilitate with the placement provider an exploration of the impact that offering a placement may have on family members.	

Support those who are providing a home for individuals

11	Work in partnership at all times with the individual's key worker to avoid misunderstandings which could jeopardise the placement.	
12	Work with the placement provider, others and, where feasible, the individual to arrive at a shared understanding of a plan which will help to meet the individual's hopes and needs.	
13	Agree with the placement provider, others and, where feasible, the individual the roles and responsibilities of all involved in achieving the plan.	
14	Support the placement provider and their family to discuss with the individual where feasible, any house rules that will apply.	
15	Agree strategies, advice and support to enable the placement provider and their family to work through any issues which pose risks .	
16	Assess with others the impact on the placement provider's home of contact arrangements between the individual and their family.	
17	Discuss the details and impact of contact arrangements with the placement provider.	
18	Ensure that the placement provider is aware of any restrictions on access.	
19	Ensure that the placement provider knows the procedures to follow should the restrictions to access be challenged.	

Support those who are providing a home for individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
20	Take appropriate and immediate action to support and protect the placement provider and the individual should access restrictions be breached.	
21	Report breaches of access restrictions to the appropriate authority .	
22	Support the placement provider and their family to manage conflicts making appropriate use of external sources of support.	

Review the care being provided for individuals

23	Work in partnership with others to support the active participation of the individual to communicate about their care and experience within the placement, where they are able to do so.	
24	Support the placement provider to evaluate the care they have been able to give.	
25	Evaluate with the placement provider, others and, where feasible, the individual what has worked well with the placement.	
26	Identify with the placement provider, others and, where feasible, the individual any areas for further development .	
27	Assess where concerns raised are day to day issues and misunderstandings and where they could lead to placement breakdown.	
28	Work with others to address with the individual any issues that have been raised by the placement provider.	
29	Provide support to the placement provider where any serious incidents or causes for concern have been raised by anyone involved.	

Review the care being provided for individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
30	Facilitate meetings between the placement provider, others and, where feasible, the individual to address conflicts, sharing only the information permitted within the bounds of confidentiality.	
31	Report any serious incidents or causes for concern immediately to the appropriate authority according to legal and work setting requirements, taking account of considerations for any potential investigations that may ensue.	

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 75 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 the life cycle and factors that affect these.	
24	Theories about attachment, its impact on children and young people and the impact of attachment and development issues on adult life.	

Personal and professional development

25	Principles of reflective practice and why it is important.	
26	Your role in developing the professional knowledge and practice of others.	
27	How to promote evidence based practice.	
28	Coaching, mentoring and enabling skills.	

Communication

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Factors that can affect communication and language skills and their development in children, young people adults.	
30	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	
31	The importance of effective communication with a range of individuals including children and adults.	
32	Communication within a group setting.	

Health and Safety

33	Legal and statutory requirements for health and safety.	
34	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
35	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

36	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
37	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
38	Indicators of potential harm or abuse.	
39	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	

Safe-guarding (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	What to do if you have reported concerns but no action is taken to address them.	
41	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Multi-disciplinary working

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

Handling information

44	Legal requirements, policies and procedures for the security and confidentiality of information.	
45	Legal and work setting requirements for recording information and producing reports.	
46	Principles of confidentiality and when to pass on otherwise confidential information.	
47	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
48	How and where electronic communications can and should be used for communicating, recording and reporting.	

Leading practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
49	Theories about leadership.	
50	Standards of practice, service standards and guidance relating to the work setting.	
51	National and local initiatives to promote the wellbeing of individuals.	
52	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
53	Methods of supporting others to work with and support individuals, key people and others.	
54	How to contribute to the development of systems, practices, policies and procedures.	
55	Techniques for problem solving and innovative thinking.	

Risk management

56	Principles of risk assessment and risk management.	
57	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
58	How and where to access information and support that can inform your practice when supporting those who provide a home for individuals.	
59	Government reports, inquiries and research relevant to providing a home for individuals, children and young people.	
60	Theories about separation and loss and their impact on individuals.	
61	The importance of stable family situation, adult and peer relationships and the impact of disruption on the lives of individuals of family breakdown or placement breakdown.	
62	Models of disability.	
63	Theories and principles that enable you to balance the needs of individuals and the placement providers.	
64	How to work in partnership to establish how the individual's needs and preferences can be accommodated within a family environment.	
65	The differing reasons why families and networks may be apprehensive or anxious, how to address their concerns and support the people involved.	
66	The likely effect on family dynamics, relationships and roles when providing a home for individuals.	
67	Issues that are likely to arise when individuals first move in and how to offer support to deal with these.	
68	Situations when family and network members may be at risk and how to assess and deal with these.	
69	The importance of openly acknowledging potential difficulties and conflicts.	

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
70	The importance of discussing with families any issues that arise in relation to individuals living in their own home and how their needs for support can best be met.	
71	Conditions and issues a family is likely to face when providing a home for individuals with specific needs.	
72	Types of support for disabled children, young people and parents.	
73	Theories on assessment, planning and evaluation.	
74	Factors that cause risks and those that ensure safe and effective care for individuals at different stages of human development.	
75	Frameworks for risk assessment and risk management when providing a home for babies, children and young people.	

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	