

H5R4 04 (SCDHSC0426) — Empower Families, Carers and Others to Support Individuals

Overview

This standard identifies the requirements when working with families, carers and others to encourage and enable them to support individuals. The requirements include promoting the contribution of families, carers and others to supporting individuals, working with them to achieve positive goals and enabling them to review the effectiveness of the support they provide.

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.

Context includes the socio-economic context (disposable income, relative income, housing); and the personal context (personal beliefs and preferences, support systems, gender, sexual orientation, age, abilities).

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

Failure to care may be indicated by signs of possible abuse, apparent neglect or persistent problems in caring.

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

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

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.

Others are your colleagues and other professionals whose work contributes to the individual's well.

Positive goals for the individual may be in relation to standards of care; mental health; general health and wellbeing; personal development; social development.

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 26 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.

Promote the contribution of families, carers and key people to supporting individuals

	Performance Criteria	Evidence Number where this criteria has been met
1	Encourage family members and friends to participate in aspects of the individual's care as agreed by the individual.	
2	Provide carers and family members with information about the support required by the individual.	
3	Ensure the information you provide is consistent with the individual's wishes as to who should be involved in their care and what information they should be given.	
4	Ensure your actions recognise the individual's rights to make their own decisions in the context of their lives and respect their right to change their mind.	
5	Support carers and family members to express their own views about the support they can provide for the individual.	
6	Give carers and families sufficient time, opportunity and support to discuss their feelings, concerns and the care or support programme.	
7	Respond to the feelings, needs and concerns of carers and family members in a manner which accepts their rights of expression and which supports them as individuals.	

Promote the contribution of families, carers and key people to supporting individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
8	Refer carers and family members to an appropriate member of the care team when they wish to discuss feelings, concerns and aspects of the care or support programme which are outside your responsibility.	
9	Provide carers and family members with information about support services and facilities which may be useful to them, consistent with the care or support programme for the individual.	

Work with families, carers and others to achieve positive goals for individuals

10	Identify the positive goals for the individual to which carers and family members could contribute.	
11	Agree with carers and family members the roles that they, yourself and others could play in achieving these positive goals.	
12	Provide carers and family members with the support and information they need to work towards these positive goals.	
13	Support carers and family members in developing the skills necessary to provide care for the individual which is consistent with the care or support programme.	
14	Provide support to carers and family members in a manner which is likely to make them feel valued and respected.	
15	Give appropriate support to the individual, carers and family members to help them to maintain relationships which are suitable for effective care or support.	
16	Exchange information with the individual, carers, family members and others on progress that the individual is making towards positive goals.	

Work with families, carers and others to achieve positive goals for individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
17	Give information to the individual, carers and family members in a manner, and at a level and pace, appropriate to them and that covers any practical difficulties which may occur, including how to get help.	
18	Encourage carers and family members to seek clarification and ask questions when they are concerned and need help.	
19	Support carers and family members in discussing any problems and identifying potential solutions when you become aware of or suspect that they are having difficulty in achieving positive goals.	
20	Pass complete and accurate information to a responsible member of the care team without delay where there are signs of a failure to care appropriately for the individual.	

Enable families, carers and others to review the effectiveness of the support they provide

	Performance Criteria	Evidence Number where this criteria has been met
21	Encourage all involved to participate fully in reviewing the effect of the support provided.	
22	Assist the individual and their carers and family members to evaluate the effectiveness of their own roles and the roles of yourself and others in the team.	
23	Agree adjustments to these roles in the light of the evaluation where necessary.	
24	Acknowledge the contribution that carers and family members are making towards the achievement of positive outcomes in a way that will reinforce their commitment.	
25	Keep a record of what has been achieved and identify any lessons for future work with carers and family members.	
26	Ensure that the results of the review process are communicated clearly to all those who have a right and 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 70 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.	

Communication

27	Factors that can affect communication and language skills and their development in children, young people adults.	
28	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
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

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

Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	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
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

Leading practice

45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	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
52	Principles of risk assessment and risk management.	
53	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
54	The types of support available to carers and families such as self-help groups, counselling, respite and how to access these.	
55	What the purpose and priorities are of the service provider and how these influence the kinds of support offered to carers, families and others.	
56	The importance of ensuring that carers and families are actively involved in the development and review of care programmes.	
57	The positive goals of care programmes to which carers and families can contribute.	
58	the importance of establishing an effective working relationship with families, carers and others and methods you can use to maintain contact with carers and families.	
59	Why it is important to establish that the family and friends are willing to work with you to develop their effectiveness as carers and to acknowledge the contributions that carers, families and others are making.	
60	The types of information that you should obtain from families, carers and others.	
61	The techniques you should use to obtain information from families, carers and others.	
62	Aspects of carer and family relationships with individuals that may help or hinder the achievement of positive goals.	
63	The roles carers, families and others can play in helping to achieve positive outcomes for the individual.	

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
64	Why it is important to agree aims, objectives and respective roles with carers, families and colleagues.	
65	The types of information that carers, families and others will need if they are going to work towards agreed positive outcomes for the individual.	
66	The types of support that carers, families and others may need in helping to achieve positive goals.	
67	Why it is important to review progress with carers, families and colleagues.	
68	How to facilitate carer/family participation in the review process.	
69	Why it is important to evaluate the effectiveness of the various roles that carers, families, others, colleagues and you are playing.	
70	The importance for the individual's care programme and family support services of reflecting and noting outcomes and preferences for future actions and ways of working.	

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	