

H5T4 04 (SCDHSC0389) — Work with Carers, Families and Key People to Maintain Contact with Individuals

Overview

This standard identifies the requirements when supporting carers, families and key people to maintain contact with individuals. This includes working with individuals to identify relationships that are important to them, working with carers, families and key people to maintain supportive relationships and supporting carers, families and key people when in contact with individuals.

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.

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.

Families 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.

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 that may be applicable to your role and the principles and values that underpin your work setting including the rights of children 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 25 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.

Support individuals to identify relationships that are important to them

	Performance Criteria	Evidence Number where this criteria has been met
1	Work with the individual to identify family and social relationships that are important to them.	
2	Support the individual to establish how they can maintain their family and social relationships as their needs and circumstances change.	
3	Work in ways that promote active participation to enable the individual to participate in groups that are important to them.	
4	Support those within groups to be inclusive of the individual and others.	

Work with carers, families and key people to maintain their relationships with individuals

5	Support carers, families and key people to recognise the importance of their relationships with the individual.	
6	Encourage carers, families and key people to play an active and supportive part in the individual's life.	
7	Support the individual, carers, families and key people to establish how their relationships can be maintained, taking account of the individual's needs and circumstances and any expected changes.	

Work with carers, families and key people to maintain their relationships with individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
8	Work with carers, families and key people to acquire any additional support they need to maintain supportive relationships with the individual.	
9	Identify information, resources and support groups that may help carers, families and key people to manage their relationship with the individual more effectively.	
10	Support carers, families and key people to communicate the reasons for any difficulties they have in coping with their relationship with the individual.	
11	Highlight to the appropriate people any risks of danger, harm and abuse that might arise from unmet support needs for carers, families and key people.	
12	Take appropriate action to highlight any deficiencies in resources to support relationships.	
13	Complete records and reports about any requirements needed to support carers, families and key people to maintain relationships with the individual, in accordance with legal and work setting requirements.	

Support carers, families and key people when in contact with individuals

14	Support carers, families and key people to understand any changes in the individual that might cause them to be distressed or frustrated.	
15	Support carers, families and key people to deal with any changes in the individual and any problems these may cause.	
16	Listen to concerns about the individual that carers, families and key people may express.	

Support carers, families and key people when in contact with individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
17	Respond promptly to any requests from carers, families and key people for information that it is within your capability to give.	
18	Observe interactions between the individual and carers, families and key people.	
19	Identify any changes in the behaviour of the individual, carers, families and key people whilst they are interacting with each other.	
20	Monitor changes during interactions which might lead to conflict and disagreements.	
21	Intervene appropriately where conflicts and disagreements occur, according to work setting practices and procedures.	
22	Seek additional expertise and support where you are unable to respond in ways that will diffuse situations.	
23	Seek additional expertise when any difficulties and concerns are outside the scope of your responsibility.	
24	Examine with the individual, carers, families and key people the benefits and limitations of maintaining contact with the individual where there are difficulties during contact.	
25	Complete records and reports about changes and consequences to the appropriate people, in accordance with legal and work setting requirements.	

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 46 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.	

Your practice

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

Theory for practice

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

Personal and professional development

23	Principles of reflective practice and why it is important.	
----	--	--

Communication

24	Factors that can affect communication and language skills and their development in children, young people adults.	
25	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

	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 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, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
35	The rights of carers, families and key people in relation to individuals, including any restrictions placed upon anyone.	
36	How to access records and information on individuals, carers, families and key people.	
37	How and where to access information and support that can inform your practice when working with carers, families and key people to maintain contact with individuals.	
38	Theories relevant to effective relationships with carers, families and key people.	
39	Theories relevant to the role and contribution of carers, families and key people and their contact in supporting the health, social and emotional needs of individuals.	
40	Methods of communicating and interacting with carers, families and key people to encourage them to maintain contact with individuals.	
41	Issues you are likely to face in your work with carers, families and key people.	
42	Procedures, best practice and factors that you need to take account of when working with carers, families and key people.	
43	Factors that are likely to affect the maintenance of contact with individuals and how to overcome these.	
44	Aspects of the individuals' care, behaviour and conditions that may be stressful and inhibit carers, families and key people from maintaining contact.	

Knowledge 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
45	The importance of carer, family and network dynamics, relationships and roles when working with individuals and their carers, families and key people.	
46	How to assess and deal with situations when carers, families and key people and the individual may be at risk.	

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	