

DK96 04 (HSC387) Work in collaboration with carers in the caring role

Elements of competence

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| HSC387.1 | Work with carers to identify their needs and preferences |
| HSC387.2 | Work with carers to access resources, services, facilities and support groups |
| HSC387.3 | Work with carers to review how well the services and facilities meet their needs |

About this Unit

For this Unit you will need to support carers in their caring role.

Scope

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Resources could be: financial; physical resources to make changes to the environment; materials and equipment; human.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Services and facilities could include: services provided to a carer's home (eg meals on wheels, services to meet the individual's personal care needs; therapeutic services); services provided to enable individuals and carers to meet their social care needs (eg transport); amenities outside the individual's place of residence (eg day care provision; support groups).

Support groups could be related to: specific leisure interests of individuals; groups linked to health and care conditions of individuals; groups that support others by offering their time and expertise to support the carer's needs.

Your **knowledge and understanding** for this Unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people¹ and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

¹ If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

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Values underpinning the whole of the Unit

The values underpinning this Unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of Care Unit HSC34. If you are working with adults they can be found in HSC35. To achieve this Unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

² The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

| SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT |
|--|
| Simulation: |
| <ul style="list-style-type: none"> • Simulation is NOT permitted for any part of this unit. |
| The following forms of evidence ARE mandatory: |
| <ul style="list-style-type: none"> • Direct Observation: Your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit. You could be observed for example advising carers about available services – and the observations should include comments about your ability to communicate sensitively with people. • Reflective Account/professional discussion: These will be a description of your practice in particular situations with carers, discussing how you supported them and what resources you know about and can offer them. You should be able to distinguish between the needs of carers in diverse situations. |
| Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following: |
| <ul style="list-style-type: none"> • Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice. • Expert Witness: A designated expert witness may provide direct observation of practice, questioning, professional discussion and feedback on reflective accounts. • Witness testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or service user. • Products: These can be reports on actions, processes and outcomes, records of reviews, diary evidence of day to day practice. You need not put confidential records in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If you do include them in your portfolio they should be anonymised to ensure confidentiality. |
| GENERAL GUIDANCE |
| <ul style="list-style-type: none"> • Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. • Evidence must be provided for ALL of the performance criteria ALL of the knowledge and the parts of the scope that are relevant to your job role. • The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for. • All evidence must relate to your own work practice. |

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|---|-------------------------------|
| Values | |
| 1 Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality and sharing of information when supporting carers. | |
| 2 How to provide active support and place the preferences and best interests of carers at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their lives, actions and risks. | |
| 3 The rights of carers to: (a) be supported in the caring role (b) have their needs and preferences met (c) have assessments, services and support (d) benefits and pensions | |
| 4 Dilemmas between the carers’ rights and responsibilities, the rights and responsibilities of individuals and your role and responsibilities in supporting carers. | |
| 5 How to work in partnership with individuals, key people and those within and outside your organisation to enable carers to access resources and use the services and facilities they prefer. | |
| 6 How to deal with and challenge discrimination for carers accessing resources and using services and facilities. | |
| Legislation and organisational policy and procedures | |
| 7 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when enabling carers to access, use and evaluate services and facilities. | |
| 8 Current local, UK legislation and organisational requirements, procedures and practices for: (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) protecting carers and individuals from danger, harm and abuse (e) carers (f) supporting carers in the caring role (g) working with others to provide integrated services | |

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| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|---|-------------------------------|
| 9 Practice and service standard relevant to your work setting and for supporting carers and assessing the different dimensions of carers' well being. | |
| 10 How to access records and information on the needs, views and preferences of carers to enable you to support them in the caring role. | |
| Theory and practice | |
| 11 How and where to access information and support that can inform your practice when supporting carers in the caring role. | |
| 12 How to access, review and evaluate information about resources, services, facilities, and support groups relevant to the needs and preferences of carers. | |
| 13 Government reports, inquiries and research relevant to supporting carers, awareness of the nature of abuse generally but specifically related to abuse by carers on individuals and individuals on carers. | |
| 14 Theories relevant to the carers with whom you work, about: <ul style="list-style-type: none"> (a) the impact on behaviour of stress, distress, anger, and fear on carers (b) the role and contribution of carers promoting the health, social, emotional, educational, leisure and recreational needs of individuals | |
| 15 Methods of communicating and forming relationships with carers. | |
| 16 The ways in which support available to the carers and length of time they are providing care can impact on their health, emotional and social well-being. | |
| 17 Resources, services, facilities and support groups appropriate to well-being of carers. | |
| 18 How access to employment, recreation, leisure and educational activities can support carers in their caring role. | |
| 19 The role specific support groups for carers can have on their well-being and their ability to learn new skills and ways of coping. | |
| 20 Factors that affect the health, well-being, behaviour, skills, abilities and development of carers. | |
| 21 Conditions and issues you are likely to face in your work with individuals, carers. | |
| 22 Methods of supporting carers to: <ul style="list-style-type: none"> (a) express their needs and preferences (b) understand and take responsibility for meeting their own health, social and emotional needs (c) identify how their care needs should be met (d) assess and manage risks to their health and well-being | |
| 23 How to work in partnership with individuals, carers, key people and those within and outside your organisation to enable the carers' needs, wishes and preferences to be met. | |
| 24 How to work with, and resolve conflicts that you are likely to meet. | |
| 25 How to assess and manage: <ul style="list-style-type: none"> (a) risks to the carers' and individuals' health and social well-being (b) the care the individuals require to enable the carers to meet their own needs and preferences | |

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| You need to show that you know, understand and can apply in practice: | Enter Evidence Numbers |
|---|-------------------------------|
| 26 How to agree outcomes and make, implement and review plans to support carers in the caring role. | |

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HSC387.1 Work with carers to identify their needs and preferences

| Performance criteria | | DO | RA | EW | Q | P | WT |
|----------------------|---|----|----|----|---|---|----|
| 1 | You develop relationships with carers that recognises their role and expertise and enables them to communicate their needs and preferences. | | | | | | |
| 2 | You provide information about the carers' rights to have their needs assessed and the procedures for this. | | | | | | |
| 3 | You provide accessible information about resources, services, facilities and support groups that are available and appropriate to the carers. | | | | | | |
| 4 | You take appropriate action to challenge discriminatory information and practice. | | | | | | |
| 5 | You work with carers to identify: (a) the resources, services, facilities and support groups available to them (b) what they want to achieve from the resources, services, facilities and support groups (c) their needs and preferences about resources, services, facilities and support groups (d) any gaps in the provision to meet their needs and preferences | | | | | | |
| 6 | You work with carers to identify the resources, services, facilities and support groups that are most likely to meet their needs and preferences and achieve the outcomes they want. | | | | | | |
| 7 | You work with carers to identify what support will be needed by the individuals to enable the carers to meet their own needs and preferences. | | | | | | |
| 8 | You work with carers and individuals to identify any risks to carers and individuals and how these should be managed. | | | | | | |
| 9 | You seek additional help where the needs of carers are outside your competence to deal with. | | | | | | |

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

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HSC387.2 Work with carers to access resources, services, facilities and support groups

| Performance criteria | | DO | RA | EW | Q | P | WT |
|----------------------|--|----|---|----|---|---|----|
| | | 1 | You work with carers to select, agree and plan how they will access the resources, services, facilities and support groups that meet their needs and preferences. | | | | |
| 2 | You work with carers to identify the implications of accessing the agreed resources, services, facilities and support groups for themselves, the individuals they are caring for and key people. | | | | | | |
| 3 | You work with the carers and others to provide the support individuals need, to enable the carers to access the services, facilities and support groups, identifying any risks involved | | | | | | |
| 4 | You work with the carers and others to implement the agreed plans for carers accessing resources, services, facilities and support groups to meet their needs and preferences. | | | | | | |
| 5 | You take appropriate action to challenge anything that is found to be discriminatory, when carers are accessing resources, services, facilities and support groups. | | | | | | |

HSC387.3 Work with carers to review how well the services and facilities meet their needs

| Performance criteria | | DO | RA | EW | Q | P | WT |
|----------------------|---|----|---|----|---|---|----|
| | | 1 | You work with the carers to identify how their access to resources, services, facilities and support groups will be reviewed, when this will happen and who will be involved. | | | | |
| 2 | You work with carers to ensure that they have the necessary support to enable them to fully participate in the review. | | | | | | |
| 3 | You work with carers, individuals, key people and others, to identify the benefits to the carers' health and well-being and any difficulties that have arisen: (a) whilst carers have been accessing and using the agreed resources, services, facilities and support groups (b) from any support put in place for the individuals for whom carers are caring | | | | | | |

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HSC387.3 Work with carers to review how well the services and facilities meet their needs (cont)

| Performance criteria | | DO | RA | EW | Q | P | WT |
|----------------------|--|----|---|----|---|---|----|
| | | 4 | You work with carers to identify whether there should be any changes in: (a) the resources, services, facilities and support groups they are using (b) the support the individuals for whom they are caring for are receiving | | | | |
| 5 | You work with carers and others to agree and implement changes, within your role and responsibilities. | | | | | | |
| 6 | You take appropriate action to challenge anything that is found to be discriminatory when carers and individuals are using resources, services, facilities and support groups. | | | | | | |
| 7 | You seek additional help where the changes are outside your scope of responsibility and expertise. | | | | | | |
| 8 | You record and report on actions, processes and outcomes, within confidentiality agreements and according to legal and organisational requirements. | | | | | | |

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EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: