

About this Unit

This standard is concerned with your role in assisting in the provision of equipment and support to individuals and carers in the community. The word 'equipment' is used to signify any material resource which is provided. Support may be psychological as well as physical and may be given in combination with the provision of equipment or on its own. The term 'community' is used to signify any environment which is applicable to the individual (ie it includes the individual's own home and its surrounds, a community home where the individual is living, a day centre or the individual's place of work).

The provision may be as a result of a referral from another member of the care team, because of the individual moving into the community after being in hospital/residential accommodation, or through the individual or carer making direct contact with the service. The term 'carer' is used for someone who is caring for the individual in any way but is not a member of the formal care team and so does not have formal/fixed links into the service.

Users of this standard will need to ensure practice reflects up to the date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this standard are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this standard is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

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: ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, your assessor may observe you offering support to carers that is consistent with their and the individuals needs. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, your assessor may ask you to explain, using an example from practice the concerns which individuals are likely to have in relation to conditions and support needs.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ 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 your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
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. ◆ 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 Health Care sector. This will include the National Service Standards for your areas of work. ◆ 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
1 The current European and National legislation, national guidelines, organisational policies and protocols in accordance with Clinical/Corporate Governance which affect your work practice in relation to enabling carers to support individuals.	
2 Your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance.	
3 The duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer.	
4 The importance of having the individual’s and the care team’s agreement to provide information to others and why those to receive it should be identified and agreed.	
5 The limits of the action which you are able to take yourselves.	
6 The importance of offering support which is consistent with need.	
7 The importance of establishing the assistance required by carers with them and encouraging them to be as actively involved as possible.	
8 The purpose of giving support to carers and the effective ways of doing this.	
9 The purpose of providing assistance when the individual is changing from one service deliverer to another.	
10 The problems caused by dysfunction.	
11 The potential future pattern of disorder which may affect the individual’s lifestyle.	
12 The carer’s ability to manage their caring role.	
13 The demands which the role of carer places on an individual and the tensions between this and other commitments which the individual may have.	
14 Signs that would indicate problems or potential problems regarding the ability of carers, or the suitability of the environment, why any concerns should be reported without delay and to whom.	
15 The concerns which individuals or individual groups are likely to have in relation to conditions and support.	
16 The effects which dependence/independence may have on the individual, carers and the provision of the service.	

F05A 04 (GEN20) Enable carers to support individuals

17	Teaching and learning strategies and their adaptations for different carers.	
18	The importance of records of agreements and service delivery and the potential consequences if they are not kept to the required standard.	
19	The importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff.	

F05A 04 (GEN20) Enable carers to support individuals

Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	Inform carers of the individual's needs, plan of care and its method of implementation when this has been agreed with the individual and the care team.							
2	Give carers time and opportunity to discuss the individual's plan of care and any anxieties regarding the individual.							
3	Discuss and agree the level and type of support needed by the carer with them.							
4	Make arrangements for the provision of any agreed equipment and environmental modifications necessary for the carer to support the individual.							
5	Offer support to carers that is consistent with their and the individual's needs.							
6	Report fully and without delay any concerns regarding the ability of carers, or the suitability of the environment, to meet the individual's needs as detailed in the plan of care to the appropriate member of the care team.							
7	Provide carers with information on when and how to contact the care team.							
8	Record information on agreements and service delivery accurately, legibly and completely in the required format.							
9	Give support to individuals who are changing from one service to another to enable a smooth transition.							

DO = Direct Observation
 EW = Expert Witness
 PD = Professional Discussion

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: