

**About this Unit**

This standard covers establishing individuals' requirements for information and providing advice and information to enable them to manage their condition, adopting a suitable lifestyle to optimise their health and wellbeing. The term 'individual' in this standard is taken to mean anyone with whom you come into contact whether they are service users, their family or significant others, colleagues, or other professionals. You need to relate to each person as someone with their own particular needs for information and advice and develop a full understanding of their requirements and how these can best be met. This standard depends on your being able to communicate information effectively, and being responsive to any queries.

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.**

**F06X 04 (GEN14) Provide advice and information to individuals on how to manage their own condition**

**Specific Evidence Requirements for the Unit**

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

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> </ul>
<ul style="list-style-type: none"> <li>◆ <b>Direct Observation:</b> 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. <b>For example</b>, your assessor may observe you communicating in a supportive and encouraging manner, enabling individuals to express their requirements for advice and information.</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, your assessor may ask you to explain using an example from practice, the nature of the conditions dealt with by your organisation.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> 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.</li> <li>◆ <b>Questioning/professional discussion:</b> 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.</li> <li>◆ <b>Expert Witness:</b> 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.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> 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.</li> <li>◆ <b>Prior Learning:</b> 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.</li> <li>◆ <b>Simulation:</b> 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.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ 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.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>

**F06X 04 (GEN14) Provide advice and information to individuals on how to manage their own condition**

**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.**

<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
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 providing advice and information to individuals on how to manage their own condition.	
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 reasons why you may not be able to deal with an enquiry, eg because you do not have access to the relevant information, the enquiry is not within your role or competence to deal with, and the appropriate action to take in response to these.	
5 The nature of the conditions dealt with by your organisation, their different forms and their effect on individuals and their families.	
6 Your own values, beliefs and attitudes, and how they could impact on your work.	
7 Your own role and responsibilities and from whom assistance and advice should be sought if you are unable to deal with an enquiry.	
8 Why the ability to listen effectively is important.	
9 How to recognise the sort of information and advice that individuals may be trying to request when they may not have the terminology, confidence or skill to give an accurate specification.	
10 The information people need in order to be able to make informed lifestyle choices.	
11 How adapting lifestyle can enable an individual to manage their own condition.	
12 The range of reasons people may have for resisting change and how to identify and overcome these reasons.	

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13	The impact that empowering individuals to manage their own conditions has upon the individual, their family/carer and health services.	
14	How you would provide information and advice in ways which are appropriate for different people.	
15	The importance of being aware of your own competence in providing advice and information and recognising when a request may exceed that competence.	
16	How to help people develop realistic and achievable plans to adapt their lifestyles.	
17	The importance of monitoring and reviewing progress towards adapting a lifestyle, and how to do so effectively.	
18	How an individual's cultural or religious beliefs could affect their ability to adapt their lifestyle in certain ways and how to respond to this.	
19	The range of services available locally and nationally for people who need information and support in making and maintaining changes in their lifestyle, and how to access these services.	
20	How to create environments suitable for confidential discussions.	
21	The importance of effective record keeping and the procedures relating to this.	

Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	Clearly explain: (a) who you are and your role in providing advice and information (b) the name and nature of the organisation you represent (c) your organisation's policy on confidentiality and record keeping.							
2	Communicate with the individual in a supportive and encouraging manner consistent with their: (a) level of understanding (b) culture and background (c) preferred ways of communicating (d) needs.							
3	Find out about the individual's lifestyle and make a general assessment of whether and how their lifestyle could be adapted to enable them to manage their own condition.							
4	Enable individuals to express their requirements for advice and information.							
5	Find out the individual's level of knowledge about their condition and any misconceptions that they may have.							
6	Make an assessment of the individual's requirements and confirm this with them.							
7	Explain the benefits that adapting their lifestyle may have on their condition.							
8	Demonstrate respect for people as individuals when interacting with them and acknowledge their cultural and religious needs and their rights to make their own decisions in the context of their own lives.							

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: .....