

About this Unit

This standard involves developing relationships with families, parents and carers, exchanging information with families, parents and carers, and sharing support of individuals and children and young people.

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 Unit 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 Unit 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 work with families and carers and others to identify and secure resources to support your relationship with families, parents and carers. ◆ 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 with an example from practice, how and why it is important to deal with and challenge discrimination when relating to families, parents and carers.
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 A working knowledge of legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when relating to families, parents and carers.	
2 A working knowledge of how to provide active support and place the preferences and best interests of individuals/children and young people 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 A working knowledge of the rights of families, parents and carers in relation to individuals/children and young people including any restrictions placed upon them.	
4 A working knowledge of dilemmas between the individual's/children and young people's rights and the rights of families, parents and carers and your role and responsibilities in relating to families, parents and carers.	
5 A working knowledge of how to deal with and challenge discrimination when relating to families, parents and carers.	
6 A working knowledge of codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when relating to families, parents and carers.	
7 A working knowledge of current local, national and European 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 families, parents, carers, individuals and children and young people with whom you work from danger, harm and abuse (e) relating to families, parents and carers (f) working with others to provide integrated services	
8 A working knowledge of practice and service standards relevant to your setting.	

DK59 04 (HSC388) Relate to families, parents and carers

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
9 A working knowledge of how to access records and information on families, parents, carers, and individuals and children and young people.	
10 A working knowledge of how and where to access information and support that can inform your practice when relating to families, parents and carers.	
11 A working knowledge of relevant government reports, inquiries and research.	
12 A working knowledge of theories relevant to: (a) effective relationships with families, parents and carers (b) the role and contribution of families, parents and carers in promoting the health, social, emotional, educational, leisure and recreational needs of individuals/children and young people	
13 A working knowledge of methods of communicating and forming relationships with families, parents and carers.	
14 A working knowledge of conditions and issues you are likely to face in your work with families, parents and carers.	
15 A working knowledge of the responsibilities and limits of your relationships with families, parents and carers.	
16 A working knowledge of how to work with, and resolve conflicts that you are likely to meet.	
17 A working knowledge of procedures, best practice and factors that you need to take account of when working and sharing the care of individuals/children and young people.	
18 A working knowledge of factors that are likely to affect the care of individuals and children and young people that you need to discuss with family, parents and carers.	
19 A working knowledge of aspects of the individual's/child's and young person's care that you need to discuss with families, parents and carers.	
20 A working knowledge of factors to take account of when deciding how much information to divulge.	
21 A working knowledge of how to interact with families, parents and carers and involve them positively in the care of the individuals/children and young people.	
22 A working knowledge of reasons why families, parents and carers should and should not be directly involved in the care of individuals/children and young people and the actions to take if families, parents and carers wish to be involved.	
23 A working knowledge of issues that are likely to arise and/or have arisen with the individual/ child/young person that may necessitate communication with and involvement of families, parents and carers.	
24 A working knowledge of how and where to access information and support that can inform your practice when relating to families, parents and carers.	
25 A working knowledge of relevant government reports, inquiries and research.	

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27 A working knowledge of methods of communicating and forming relationships with families, parents and carers.	
28 A working knowledge of conditions and issues you are likely to face in your work with families, parents and carers.	
29 A working knowledge of the responsibilities and limits of your relationships with families, parents and carers.	
30 A working knowledge of how to work with, and resolve conflicts that you are likely to meet.	
31 A working knowledge of procedures, best practice and factors that you need to take account of when working and sharing the care of individuals/children and young people.	
32 A working knowledge of factors that are likely to affect the care of individuals and children and young people that you need to discuss with family, parents and carers.	
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36 A working knowledge of reasons why families, parents and carers should and should not be directly involved in the care of individuals/children and young people and the actions to take if families, parents and carers wish to be involved.	
37 A working knowledge of issues that are likely to arise and/or have arisen with the individual/ child/young person that may necessitate communication with and involvement of families, parents and carers.	
38 A working knowledge of how to assess and deal with situations when families, parents and carers and/or the individual/child/young person may be at risk.	
39 A working knowledge of how to work in partnership with families, parents, carers, individuals and children and young people and others within and outside your organisation.	
40 A working knowledge of how to assess and deal with situations when families, parents and carers and/or the individual/child/young person may be at risk.	
41 A working knowledge of how to work in partnership with families, parents, carers, individuals and children and young people and others within and outside your organisation.	

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	Develop relationships with families, parents and carers to promote the development and well-being of individuals/children and young people and to help them manage risks.							
2	Ensure your relationship with families, parents and carers respects their experience, expertise, abilities, culture and history.							
3	Take account of families', parents' and carers' experience, expertise, abilities, culture and history when promoting the individual's and/or child/young person's development, safety, protection and well-being.							
4	Ensure your relationship with families, parents and carers is based on a clear understanding of your role and responsibilities to them and the individuals/children and young people.							
5	Work with families, carers and others to identify and secure resources to support your relationships with families, parents and carers.							
6	Contribute to identifying what support you need to manage any risks and conflicts.							
7	Work with the families, parents and carers to identify and communicate information they are entitled to and that would assist them in achieving agreed outcomes for individuals/children and young people.							
8	Identify the families, parents and carers preferred form of communication and take appropriate action to meet their needs.							
9	Support families, parents and carers to understand legal and organisational requirements for confidentiality and disclosure.							
10	Support families, parents and carers to understand how they can make comments, complain and the access they have to independent representation and advocacy.							

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Performance Criteria	DO	RA	EW	Q	P	WT	PD
11 Support families, parents and carers to understand why your work is person-centred and actively contributes to addressing the individual's/child's/young person's health, educational, emotional and physical, social and leisure needs.							
12 Inform families, parents and carers about the individual's/ child's/young person's development and achievements, in ways they can understand.							
13 Highlight, within the confidentiality agreements, any issues raised by individuals/children and young people about their relationships, contact and personal needs with the families, parents and carers.							
14 Contribute to reviewing, negotiating and agreeing any changes needed to ensure a more beneficial sharing of information within confidentiality agreements and legal and organisational requirements.							
15 Work with all involved to agree your contribution to the care and support of the individuals/children and young people.							
16 Work with all concerned to agree how and by whom the care and support of the individuals/children and young people will be monitored and reviewed.							
17 Discuss with the families, parents and carers their needs and aspirations for the individuals/children and young people and whether, and how these can be achieved.							
18 Clarify to families, parents, carers and others your contribution to the care and support of the individuals/children and young people and arrangements for resolving difficulties, problems, conflicts and crises.							
19 Observe, record and report, to appropriate people on: (a) the individual's/child's/young person's achievements and talents (b) their behaviour (c) their participation in activities (d) any significant changes							

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Performance Criteria	DO	RA	EW	Q	P	WT	PD
20 Report any serious concerns to the appropriate people within and outside your organisations: (a) without delay (b) within confidentiality agreements (c) according to legal and organisational requirements							
21 Work with all involved to review the processes, successes, areas that need to be improved and the outcomes for individuals/children and young people.							
22 Record and report on actions, processes and outcomes within confidentiality agreements and according to legal and organisational requirements.							

DO = Direct Observation

RA = Reflective Account

Q = Questions

EW = Expert Witness

P = Product (Work)

WT = Witness Testimony

PD = Professional Discussion

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: