

# SVQ 2 Social Services and Healthcare at SCQF Level 6 (4175-02)

February 2018 Version 1.1



## Qualification at a glance

<b>Subject area</b>	<b>Health and Social Care</b>
<b>City &amp; Guilds number</b>	4175
<b>Age group approved</b>	16+
<b>Assessment</b>	Portfolio
<b>Support materials</b>	Centre handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>
SVQ 2 Social Services and Healthcare at SCQF Level 6	4175-02

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
February 2018 v1.1	Amended Quality Assurance Requirements	Appendix



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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	It is for learners who work or want to work in the social services sector
What does the qualification cover?	It allows learners to learn, develop and practise the skills required for employment and/or career progression in the social services sector
Is the qualification part of a framework or initiative?	It is an SVQ in the Social Services and Healthcare Apprenticeship Framework.
Who did we develop the qualification with?	It was developed by Skills for Care and Development, Scottish Social Services Council and Skills for Health
What opportunities for progression are there?	It allows learners to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• SVQ 3 in Social Services and Healthcare at SCQF Level 7</li></ul>

## Structure

To achieve the **SVQ 2 Social Services and Healthcare at SCQF Level 6** learners must achieve a total of six units. 37 credits must come from the **four** mandatory units 201-204. A minimum of 14 credits must come from any **two** optional units from the following 117, 135, 137, 205-216, 218-234, 236, 238-244

City & Guilds unit number	Unit title	Unit Level	Credit value
<b>Mandatory</b>			
201	Support effective communication	6	10
202	Support the health and safety of yourself and individuals	6	10
203	Develop your own knowledge and practice	6	8
204	Support the safeguarding of individuals	6	9
<b>Optional</b>			
205	Support individuals to participate in recreational activities	6	8
206	Contribute to the implementation of care or support plan activities	6	10
207	Support individuals to access information on services and facilities	6	9
208	Support individuals in their daily living	6	9
209	Support individuals to make journeys	6	8
210	Support individuals to meet their domestic and personal needs	6	9
211	Support individuals to take part in development activities	6	8
212	Support individuals during therapy sessions	6	10
213	Provide food and drink to promote individuals' health and well-being	6	8
214	Support individuals to eat and drink	6	9
215	Help individuals to maintain mobility	6	10
216	Help address the physical comfort needs of individuals	6	9
117	Undertake agreed pressure area care	5	10
218	Support individuals with their personal care needs	6	9
219	Support individuals to manage continence	6	9
220	Maintain the feet of individuals who have been assessed as requiring help with general foot care	6	10
221	Assist in the administration of medication	6	10
222	Support the rights and wellbeing of individuals when they undergo healthcare procedures	6	11

223	Contribute to moving and positioning individuals	6	10
224	Monitor the condition of individuals	6	10
225	Support individuals to carry out their own healthcare and monitoring procedures	6	10
226	Support individuals who are distressed	6	10
227	Contribute to working in partnership with carers	6	10
228	Contribute to effective group care	6	8
229	Maintain safety and security when accessing individuals' homes	6	8
230	Manage environments and resources for health care procedures in social care settings	6	10
231	Protect yourself from the risk of violence at work	6	10
232	Develop effective relationships with individuals	6	8
233	Uphold the rights of individuals	6	8
234	Enable individuals to make their way around specific places	6	10
135	Receive and store medication and products	5	8
236	Obtain and test capillary blood samples	6	7
137	Obtain and test specimens from individuals	5	8
238	Contribute to the care of a deceased person	6	8
239	Contribute to the effectiveness of teams	6	9
240	Deal with messages and information	6	8
241	Support the safe use of materials and equipment	6	8
242	Support individuals in the community	6	8
243	Receive visitors in health and social care settings	6	8
244	Maintain a safe and clean environment	6	7



## 2 Centre requirements

### Approval

There is no fast track approval for this qualification. Existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - *Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### Centre Resource requirements and Assessment Strategy

#### Assessment Strategy for Scottish Vocational Qualifications in Social Services and Healthcare SVQ 2, 3 and 4 and Social Services (Children and Young People) SVQ 2, 3 and 4

##### Introduction

This strategy sets out recommendations and specifications for the assessment and quality control of SVQs in Social Services and Healthcare as well as Social Services (Children and Young People).

The assessment strategy requires those who are working predominantly within the social services sector to hold a registrable qualification for the area and level of practice being assessed. **They are not required to register with the SSSC** but must demonstrate they have obtained a qualification which meets the SSSC qualifications principles and criteria which provides evidence of their occupational competence. To support the sector prepare for this aspect of the assessment strategy it has been agreed that **assessors will have 3 years** to meet this part of the assessment strategy requirement. The list of acceptable qualifications can be accessed here <http://www.sssc.uk.com//Applying-for-registration/qualifications.html>.

The National Occupational Standards referred to in this document (HSC and CCLD) underpin the Scottish Vocational Qualifications 2, 3 and 4. This assessment strategy relates to the following SVQs:

##### Social Services and Healthcare

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- SVQ 2 Social Services and Healthcare at SCQF Level 6
- SVQ 3 Social Services and Healthcare at SCQF Level 7
- SVQ 4 Social Services and Healthcare at SCQF Level 9

#### Social Services (Children and Young People)

- SVQ 2 Social Services (Children and Young People) at SCQF Level 6
- SVQ 3 Social Services (Children and Young People) at SCQF Level 7
- SVQ 4 Social Services (Children and Young People) at SCQF Level 9

The above standards, assessment strategy and award structures are owned by Skills for Care and Development (of which Scottish Social Services Council are partners) and Skills for Health.

The following sections outline the principles that underpin the assessment of the above standards and qualifications with regard to:

1. External quality control of assessment (EQCA)
2. Assessment
3. Use and characteristics of simulation
4. Roles within the assessment and verification process
5. Sources of evidence
6. Recognition of Prior Learning

These principles are in addition to the regulatory requirements that awarding bodies must meet as specified by SQA Accreditation.

#### **1. External quality control of assessment (EQCA)**

External quality control of assessment will be carried out through the Scottish Awarding Bodies Forum. All awarding bodies involved in the provision of qualifications based on the National Occupational Standards for Health and Social Care and Children's Care, Learning and Development delivered in Scotland are required to be members of the Scottish Awarding Bodies Forum and attend meetings of the forum.

The forum will be managed and led by the Sector Skills Council (Skills for Care and Development) and will inform the continuous improvement of the standards, qualifications and other associated products.

Awarding bodies are responsible for the competence of external verifiers and must require them to monitor centres' performance in accordance with regulatory requirements by sampling all aspects of the qualifications' delivery. External verification will include both assuring the quality of the centre that is responsible for making the assessment and sampling candidates assessed work to ensure that they are of consistent quality.

The Sector Skills Council will work closely with awarding bodies to achieve external quality control of assessment. Awarding bodies are required to meet with the SSC on a regular basis to identify and address issues arising from implementation of national occupational standards and related qualifications as well as non-compliance. The SSC will directly raise issues

of non-compliance with SQA accreditation and awarding bodies when required.

The sector skills council will work with awarding bodies to ensure compliance with the following:

- the level of sampling undertaken in external verification is sufficient and comprehensive to ensure consistency in providing high standards between different centres and across different awarding bodies
- areas of risk are identified and addressed to improve quality and consistency
- external verification is planned and linked to intelligence about assessment centre functioning and abilities
- awarding bodies routinely scrutinise and evaluate compliance and alter the level of monitoring accordingly
- awarding bodies require external verifiers to take part in regular standardisation activities.

## **2. Assessment**

The SSC requires that all assessments of candidate's performance must take place during the course of their day-to-day work. Observations should be of naturally occurring practice within the candidate's work role and include demonstration of application of knowledge and understanding. This principle will apply to all units and elements except where simulation has been deemed acceptable.

### **2.1 Equal opportunities**

All candidates should have equal access to assessment regardless of geographical location, work setting and patterns of work.

- Candidates must be enabled and supported to undertake an award
- The awards must be delivered in keeping with the codes of practice applicable to their role and the setting within which they work. For those within the social service sector this will include the SSSC Codes of Practice
- The needs of under-represented groups should be addressed
- All individuals involved in the process should clearly demonstrate their commitment to equality of opportunity

### **2.2 Holistic assessment**

Integration of knowledge and practice is a fundamental feature of work within the social services and health sectors. When planning for assessment it is essential that assessors and candidates identify opportunities to integrate a number of activities and knowledge. It is not generally necessary to provide separate pieces of evidence for each performance criteria. However, assessors and candidates need to be satisfied that all performance criteria and knowledge are covered.

### **2.3 Assessment of knowledge and understanding**

In order to assist consistency and reduce repetition universal knowledge and understanding is included in each unit to underpin competence and support candidates to question and reflect on their practice. Each unit has

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additional knowledge and understanding relevant to the specified area of practice.

Assessment of knowledge and understanding should, wherever possible, be carried out during performance to ensure integration of theory and practice. Evidence of knowledge and understanding should be clearly identified within the audit trail.

Assessors need to ensure that the candidate is able to apply knowledge and understanding within the context of the units. Assessors may use holistic assessment to establish the knowledge and understanding required to support competent practice. Holistic assessment should be used as outlined in part 2.2 of this strategy. This will support establishing knowledge and understanding within and across units.

### **3 The use and characteristics of simulation**

Simulation should only be undertaken in a minority of situations when the candidate is unable to complete the standards because of the lack of opportunity within their practice. Simulation may also be considered if there is a potential risk to the candidate or others. Evidence of competence in such situations is viewed as essential to ensure best practice and confidence in the candidate's ability to act appropriately.

Where simulation is used it must replicate usual activities in realistic workplace settings. Simulation can never be the sole source of evidence for a unit. Awarding bodies must ensure that their guidance to assessment centres includes a common approach to the use of simulation agreed with the SSC. The Awarding Bodies and SSC will develop guidance on where simulation may be used.

The use of simulation to support evidence should be agreed in advance by the assessor and candidate at the assessment planning stage. Those involved in the assessment process must be satisfied that the use of simulation does not compromise the rigor and integrity of assessment.

Evidence gathered using simulation must result from activities that have taken place in a realistic working environment. A realistic working environment should include the following features:

- It should reflect the workplace conditions and environment and include facilities, equipment and materials used in the workplace for the activities being assessed.
- It should reflect the relationships, constraints and pressures met in the workplace
- Information available to the candidate on the nature of the activity must be consistent with the policies and practices typical of the workplace setting

### **4. Roles within the assessment and verification process**

The assessment centre will be responsible for maintaining up-to-date information on assessors, internal verifiers and expert witnesses.

The Sector Skills Council (SSC) has identified that, in keeping with the ethos and breadth of the standards within qualifications, there may be the following people involved in the assessment and verification process – assessors, co-ordinating assessors, expert witnesses, internal verifiers, external verifiers, service users and carers.

Details of the relationship between the candidate and the above must be declared and noted by the assessor.

The Awarding Bodies and SSC will develop and agree guidance on the following matters.

#### **4.1 Assessor**

The assessor is the key to the assessment process. All assessors must:

- be occupationally competent and experienced. This means that each assessor must be capable of carrying out the functions covered by the units they are assessing to the standard described within them, according to current sector practice

and

- take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of assessed practice. It is expected that learning and development activity will contribute to professional development, inform practice and assist assessors to meet their roles and responsibilities in an informed, competent and confident manner

and

- hold a registrable qualification acceptable to the SSSC for the area and level of practice being assessed. This applies to those who are registered or eligible for registration with either the SSSC or working predominantly in the social services sector. Guidance on this will be agreed between the Sector Skills Council and awarding bodies through the Scottish Awarding Body Forum

and

- have knowledge and experience of the regulation, legislation and/or codes of practice applicable to their role and the setting within which they work. For those within the social service sector this will include the SSSC Codes of Practice

and

- have knowledge and experience of national standards at the time assessment is taking place

and

- be able to assess holistically the values contained and embedded in National Occupational Standards

and

- take the lead role in the assessment of observed candidate performance in relation to the Mandatory units of the award.

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Assessors must hold or be working towards, an assessor qualification deemed appropriate by the qualification regulator. Achievement of assessor qualification needs to be within appropriate timescales. Assessors, who are working towards an appropriate assessor award and have the necessary occupational competence and experience, as identified above, should be supported by an appropriately qualified assessor. Appropriately qualified assessors must review and countersign decisions and activities.

Appropriately qualified assessors must hold the following:

- occupational competence across some units
- and
- a relevant occupational background
- and
- an appropriate assessor qualification

#### **4.2 Co-ordinating assessor**

In order to allow flexibility of the assessment process candidates may have more than one assessor each assessing different units or elements of units. In such circumstances a named and agreed co-ordinating assessor must be identified. They will be responsible for co-ordinating the assessment of an individual candidate.

Co-ordinating assessors will be responsible for the integration, planning and directing of assessment for the whole qualification. Co-ordinating assessors must ensure best use is made of all evidence available to make judgements about the competence of candidates against standards. The co-ordinating assessor should make the final judgement of competence for each unit that has been assessed by more than one assessor.

The co-ordinating assessor must be a qualified assessor who is occupationally competent and experienced in the terms stated in 4.1 of this document.

Co-ordinating assessors will work closely with internal verifiers to ensure standardised practice and decision-making within the assessment process.

#### **4.3 Expert witness**

The nature of work to be assessed may include situations of a sensitive nature which require confidentiality. There may also be occasions when there are no occupationally competent assessors for occupationally specific units. In such circumstances an expert witnesses may be used as a source of performance evidence in the workplace.

Expert witnesses can be drawn from occupationally competent individuals who can attest to the candidate's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies.

Expert witnesses may prove particularly important for those candidates who work unsupervised as part of their work role, but who have contact with a range of different professionals in the course of their work activities.

Evidence from expert witnesses must meet the requirements of validity, reliability and authenticity. Expert witnesses must be inducted by the centre so they are familiar with the standards for those units for which they are to provide expert witness evidence. Expert witnesses need to demonstrate: -

- a working knowledge of the relevant National Occupational Standards and
- current or recent (within the previous 2 years) experience of working at or above the level for which they are attesting competence and
- continuous professional development relevant to the sector for which they are assessing competence and
- they have either a qualification in the assessment of workplace performance or a professional work role which involves evaluating the everyday practice of staff and
- they understand the centre's recording requirements and the necessary skills required to provide evidence

A qualified assessor must assess the evidence provided by an expert witness including its contribution to overall evidence of competence.

#### **4.4 Internal Verifier**

The internal verifier is central to the quality assurance and verification of assessment of performance evidence in the workplace.

Due to the critical nature of the work internal verifiers must:

- be occupationally competent in the area they are verifying. It is crucial that internal verifiers understand the nature and context of the assessors' work and that of their candidates.
- and
- take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of assessed practice. It is expected that learning and development activity will contribute to professional development, inform practice and assist internal verifiers to meet their roles and responsibilities in an informed, competent and confident manner.
- and
- have working knowledge of the regulation, legislation and codes of practice applicable to their role and setting and at the time assessment is taking place. For those within the social service sector this will include the SSSC Codes of Practice.

and

- occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal verification roles.

Internal verifiers must hold or be working towards, an IV qualification deemed appropriate by the qualification regulator. Achievement of IV qualification needs to be within appropriate timescales. Internal verifiers, who are working towards an appropriate IV award and have the necessary occupational competence and experience, as identified above, should be supported by an appropriately qualified internal verifier. Appropriately qualified internal verifiers must review and countersign decisions and activities.

#### **4.5 External Verifier**

The external verifier is the key link for awarding bodies in the quality assurance and verification of assessing candidates' performance in the workplace.

External verifiers must:

- be occupationally knowledgeable and have gained their knowledge through working within the sector or appropriate professional/occupational area
- and
- take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of practice which they are verifying. It is expected that learning and development activity will contribute to professional development, inform practice and assist external verifiers to meet their roles and responsibilities in an informed, competent and confident manner
- and
- have knowledge and experience of the regulation, legislation and/or codes of practice applicable to their role and the setting within which they work. For those within the social service sector this will include the SSSC Codes of Practice

External verifiers must hold or be working towards, an EV qualification deemed appropriate by the qualification regulator. Achievement of EV qualification needs to be within appropriate timescales. External Verifiers, who are working towards an appropriate EV award and have the necessary occupational knowledge and experience, as identified above, should be supported by an appropriately qualified External Verifier. Appropriately qualified External Verifiers must review and countersign decisions and activities.

#### **4.6 Service Users and Carers**

Service users and carers are in an advantageous position in relation to having direct experience of service provision. Their views of the service

received should be seen as relevant and important in the assessment of the candidate's performance, alongside other sources of evidence. Service users and carers may provide witness testimony. Final decisions about the suitability and status of this testimony in the candidate's assessment will be made by the assessor.

## **5. Sources of evidence**

Evidence of candidates' performance will be drawn primarily from work activities that take place under normal working conditions and within their usual work role and environment. Knowledge to support performance should be based on practice evidence and reflection.

Where candidates have particular needs the evidence required may vary. Any alternative evidence used must demonstrate the standards of competence and knowledge identified in the unit, or any part of the unit.

Evidence must be from the candidate's performance at work and will include the integration of the value requirements and the application of knowledge and understanding. This will be assessed through direct observation of practice.

It is expected that a range of different assessment methods will be used:

- direct observation of practice by a qualified assessor
- observation of occupationally specific units by an expert witness
- direct questioning and assignments
- assessment of products

### **5.1 Alternative forms of recording evidence using ICT**

It is recognised that alternative forms of recording assessment evidence will evolve using information and communications technologies including e portfolios. Regardless of the form of recording used, the guiding principle must be that information about practice must comply with legal requirements and best sector practice in relation to confidentiality. This information must also be traceable for internal and external verification purposes. Additionally assessors must ensure they are satisfied the evidence presented is traceable, auditable and authenticated and meets the requirements set out in this strategy.

Awarding bodies must ensure that their guidance to assessment centres includes a common approach to the use of sources of evidence agreed between the SSC and awarding bodies.

## **6. Recognition of Prior Learning**

Awarding bodies must ensure that guidance includes a consistent approach to recognition of prior learning that is agreed with the SSC and reflects the Scottish Credit and Qualification Framework RPL Core Principles. The core principles state RPL should be:

- learner focused
- accessible

- flexible
- reliable, transparent and consistent
- quality assured

The aim of the SCQF RPL Core Principles is to make sure that there is effective, quality-assured practice that will enable all users of the SCQF to have confidence in the outcomes of RPL.

Evidence from prior learning must be relevant to the standard concerned, and be authenticated, reliable and valid. Evidence more than five years old should not be considered unless in exceptional circumstances. Such circumstances will require agreement of the external verifier. Where there have been significant changes within the sector within the previous five years, prior experience and learning should be used with caution and additional evidence sought.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Centres must ensure that their staff comply with the CPD requirements set out in the assessment strategy

### **Learner entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

As part of the assessment for this qualification, learners must have access to a work setting/placement

### **Age restrictions**

City & Guilds cannot accept any registrations for learners under 16 as this qualification is not approved for under 16s.



### 3 Delivering the qualification

#### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

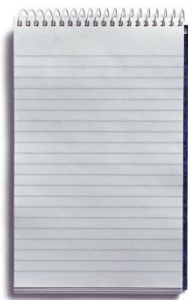
- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).



## 4 Assessment

This section describes assessment methods and types of evidence for the qualification.

Candidates must have a completed portfolio of evidence for each unit

### 4.1 Summary of assessment methods

This SVQ qualification is designed to be assessed in the candidate's workplace as they undertake their normal work role. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

The majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

### 4.2 Observation requirements

The prime source of evidence for within this qualification is assessor observation. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses may provide testimony for the occupationally specific units.

### 4.3 Additional assessment methods or evidence sources

In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the performance criteria and knowledge requirements are sufficiently evidenced to allow them to make the consistency of the candidate's practice for each unit.

- Expert witnesses testimony - see assessment strategy
- Work products can be any relevant products of candidates' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- Professional discussion should be in the form of a planned and structured review of candidates' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that candidates can evaluate their knowledge and practice across the qualification.
- Candidate/ reflective accounts describe candidates' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that candidates' can evaluate their knowledge and practice across the activities embedded in this qualification.

- Questions asked by assessors and answered by candidates to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing candidate practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but, in both cases, a record must be kept of the questions and responses.
- Witness testimonies - These should be from people who are in a position to provide evidence of candidate competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- Projects/Assignments Candidates may have already completed a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence. Evidence from previous training courses and/or learning programmes which they have completed and which demonstrate their professional development may also be used
- Case studies must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

This list is not definitive and assessors and verifiers may decide to use additional and alternative assessment methods, particularly to meet the requirements of students with additional support needs and to ensure fair access to assessment.

Other methods of assessment could include:

- assessing candidates in simulated environments (where appropriate)
- Accreditation of Prior Learning or Achievement (APL or APA)

### **Professional Discussion**

Professional Discussion is not a question and answer session and should be planned in advance with the candidate. It should be an holistic discussion and used to clarify the candidate's practice as well as providing evidence for knowledge evidence and performance criteria that are difficult to evidence through observation of the candidates work activities, which take place under normal working conditions.

Professional discussion for vocational awards should be in the form of a structured review of practice with the discussion captured on audio tape or as a written summary. The written or audio summary **must** be clearly cross referenced to the standards to enable the evidence to be internally verified.

Professional discussion is particularly useful to provide evidence of a candidate's knowledge and understanding of the principles which support practice, policies, procedures and legislation. It can also provide evidence that the candidate can critically evaluate these and apply them to their practice and clearly demonstrate the link between theory and practice.

**Confidentiality and privacy**

At all times individual service users' rights to confidentiality, dignity and privacy must be maintained. This means that observations carried out by those who are not part of service users' normal care regimes must only be undertaken with informed consent from individuals or their advocate.

Equally, any service users' records, presented as candidate evidence, must remain in their usual location in the workplace. Under no circumstances should confidential service user records or photographs, whether anonymised or not, be put into candidates' portfolios of evidence but must be referred to in the assessment records.



## 5 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- learning outcomes which are comprised of a number of performance criteria
- notes for guidance.

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies requirements when you support effective communication in settings where individuals are cared for or supported. This includes identifying how best to communicate with each individual and then supporting them to communicate with you and other people. It addresses your own communication skills, including how you respond to questions and concerns and how you communicate through records and reports.

### Performance criteria

You must be able to:

#### Identify how best to support communication with and by individuals

- P1 seek information and advice about the individual's specific communication preferences and needs
- P2 confirm with the individual their preferred ways to communicate and any changes in their needs
- P3 review your own communication skills to see if they will be suitable to meet the individual's preferences and needs
- P4 where necessary, seek extra support to ensure you are able to communicate with the individual and understand their views and wishes
- P5 where necessary, seek extra support to ensure that the individual is able to communicate with and understand you
- P6 share information with others about the individual's communication and language preferences and needs, within confidentiality agreements and according to legal and work setting requirements

#### Support individuals to communicate

- P7 work in ways that promote active participation when supporting the individual to communicate
- P8 check whether the individual has the support they need to communicate their views, wishes and preferences

- P9 take appropriate action to ensure that any required support is available
- P10 support the individual to use their preferred means of communication and language
- P11 give the individual sufficient time to communicate without interrupting or finishing off their communication
- P12 take appropriate action to address any misunderstandings

### **Communicate with individuals and key people**

- P13 position yourself so that you can give full attention to what the individual and key people wish to communicate and so that they can give full attention to you
- P14 communicate with the individual and key people at a pace, in a manner and at a level appropriate to the individual's understanding, preferences and needs
- P15 use body language, eye contact, tone of voice and methods of listening that actively encourage the individual and key people to communicate
- P16 adapt your communication to meet the individual's changing needs and preferences
- P17 adapt your communication when the individual or key people have difficulty understanding what you want to communicate
- P18 ensure the focus of communication is with the individual whilst acknowledging the input of key people
- P19 give your full attention and concentration when you are communicating with the individual and key people

### **Respond to questions and concerns of individuals and key people**

- P20 at appropriate points while the individual and key people are communicating questions or concerns, clarify points to check that you have understood what is being communicated
- P21 respond appropriately to questions and concerns that the individual and key people express
- P22 at appropriate points, confirm that the individual and key people have understood what you are saying
- P23 seek additional advice and support for questions and concerns that are beyond your competence to deal with
- P24 respect the individual's and key people's rights to confidentiality of information, within legal and work setting procedures
- P25 complete records and reports about what you have done, any problems you have had and any outcomes arising from the communications, within confidentiality agreements and according to legal and work setting requirements

### **Contribute to communicating through records and reports**

- P26 gain permission from the appropriate people to access records when needed
- P27 access records required for your work in line with work setting practices, policies and procedures

- P28 complete required records according to the activities you have undertaken, confidentiality agreements and legal and work setting requirements
- P29 pass on information to others about the individual's preferences and needs
- P30 report to appropriate people accurate and sufficient information about any signs and symptoms that may indicate changes in an individual's care and support needs
- P31 support the individual to understand what you have reported or recorded about them and why
- P32 report to appropriate people accurate and sufficient information about any problems you have had when carrying out care or support and what you did about them
- P33 report to appropriate people any difficulties you have in accessing and updating records and reports
- P34 maintain the security of records and reports according to legal and work setting procedures

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual

- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the factors that may affect the health, wellbeing and development of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information

- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

#### **Specific to this NOS**

- K41 how to find out about individuals' communication preferences and needs
- K42 ways of communicating with individuals
- K43 how to use active listening, body language and eye contact when communicating, and how to position yourself for effective communication
- K44 why it is important to give individuals enough time to communicate
- K45 why it is important to check that you and individuals have understood each other
- K46 how to adapt the way you communicate
- K47 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K48 how and where electronic communication can and should be used for communicating, recording and reporting
- K49 where, why and how to access permission to access records and reports
- K50 the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals

## Supporting 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.

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

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; the use of touch; other non verbal forms of communication; human and technological aids to communication

**Extra support** may come from key people, interpreters, translators, signers or specialist assistive technology to aid communication.

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Listening** may encompass other ways of attending to and receiving what individuals communicate when using methods such as signing, objects of reference, touch, gesture, visual messages or technologies

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

## **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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

<b>SCQF Level:</b>	6
<b>SCQF Credit value:</b>	10
<b>Sector Skills Council:</b>	Skills for Care and Development
<b>Aim:</b>	This standard identifies the requirements when keeping yourself and individuals safe and secure within a work setting where children, young people or adults are cared for or supported. This includes carrying out health and safety checks before you begin work activities, ensuring your actions support health and safety, and taking action to deal with emergencies.

### Performance criteria

You must be able to:

#### Carry out health and safety checks before you begin work activities

- P1 make sure that you are aware of the setting's health, safety and security procedures before you begin work activities
- P2 check any risk assessments relating to work activities before you begin
- P3 use risk assessments to plan and carry out your work
- P4 examine the areas in which you work and any equipment to be used, to ensure that they are safe and hazard free and conform to legal and work setting requirements for health and safety
- P5 wherever possible, remove hazards that might pose a health and safety **risk** to yourself and other people
- P6 report any health and safety issues as required in the work setting

#### Ensure your actions support health, safety and security in the place where you work

- P7 operate within the limits of your own role and responsibilities in relation to health and safety
- P8 follow requirements of the work setting to ensure that people know where you are at all times
- P9 ensure that your own health and hygiene do not pose a threat to others

- P10 while working with **individuals**, take account of their preferences and needs when you ensure their health and safety and your own
- P11 check that people who are present have a right to be there
- P12 check for **hazards** and health, safety and **security risks** whilst you are working
- P13 take appropriate action if you identify the likelihood of an accident, injury or harm
- P14 work with others to minimise potential risks
- P15 use **approved methods and procedures** when undertaking potentially hazardous work activities
- P16 report any health and safety issues in the place you are working that may put yourself and others at risk
- P17 complete health, safety and security records according to legal and work setting requirements
- P18 seek additional support to resolve health and safety problems when necessary

### **Take action to deal with emergencies**

- P19 take appropriate and immediate action to deal with **health and environmental emergencies**
- P20 summon assistance appropriate to the emergency
- P21 support individuals during the emergency
- P22 provide assistance within your own competence until someone who is qualified to deal with the emergency is available
- P23 support others who may be affected by the emergency
- P24 report on emergencies according to legal and work setting requirements

## **Knowledge and understanding**

### **You need to know and understand:**

#### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work

- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 what you should do when there are conflicts and dilemmas in your work
- K15 how and when you should seek support in situations beyond your experience and expertise

### **Health and safety**

- K16 your work setting policies and practices for health, safety and security
- K17 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K18 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K19 signs and symptoms of harm or abuse
- K20 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K21 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K22 legal requirements, policies and procedures for the security and confidentiality of information
- K23 work setting requirements for recording information and producing reports including the use of electronic communication
- K24 what confidentiality means
- K25 how to maintain confidentiality in your work
- K26 when and how to pass on information

### **Specific to this NOS**

- K27 legislation and work setting procedures to prevent and control infection
- K28 aspects of your own health and hygiene that can help prevent the spread of infection
- K29 legislation and work setting requirements for dealing with incidents and emergencies
- K30 different kinds of incidents and emergencies that may arise in your work setting
- K31 your responsibility for keeping yourself and others safe within your work role and environment
- K32 additional hazards to consider when working alone
- K33 how to take responsibility for your own health and wellbeing

City & Guilds SVQ 2 Social Services and Healthcare at SCQF Level 6 (4175-02)

- K34 practices for safe moving and handling
- K35 approved methods and procedures for potentially hazardous activities you undertake at work
- K36 national and local guidance on falls prevention and factors that impact on falls

**Supporting 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

An **accident** may be a major or minor incident that is unforeseen and causes injury; accidents may be due to falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty

**Approved methods and procedures** may include using correct moving and handling techniques; wearing correct personal protective clothing appropriate to the situation, environment and activities; using and storing equipment and materials safely; dealing with spillages safely; safe disposal of waste; safe handling of food; effective hygiene practices

**Health and environmental emergencies** may relate to fire, security, serious accidents, minor accidents or first aid

A **hazard** is something with potential to cause harm

The **individual** is the person you support or care for in your work

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people

**Security risks** may include bomb scares; intruders; missing people; lost keys.

**Scope/range related to knowledge and understanding**

**All knowledge statements must be applied in the context of this standard.**

**Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

City & Guilds SVQ 2 Social Services and Healthcare at SCQF Level 6 (4175-02)

- 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements for developing your practice within settings where individuals are cared for or supported. This includes reflecting on your current skills and knowledge in the workplace, taking opportunities to improve your practice and applying learning in the workplace.

### Performance criteria

You must be able to:

#### Reflect on your current practice

- P1 clarify with **others** the skills, knowledge and values required to carry out your job role
- P2 clarify with others the areas of your work where literacy, numeracy and information technology skills are necessary
- P3 actively seek feedback from **individuals, key people** and others on your use of skills, knowledge and values in your practice
- P4 agree with others the areas of strength in your practice
- P5 reflect with others on the way your values, **personal beliefs** and experiences may affect your work with individuals

#### Plan to develop your knowledge and practice

- P6 seek **support** from others to identify areas for development within your practice that would help you to carry out your work activities more effectively
- P7 seek advice on **development opportunities** to achieve development
- P8 agree a **personal development plan** with others
- P9 secure opportunities for development

#### Apply acquired knowledge and skills in your work

- P10 use opportunities with others to reflect on your learning from development opportunities in order to continuously improve your practice

- P11 review how the newly acquired skills and knowledge can be applied in your practice
- P12 confirm with others that it is safe and within your job role before applying new skills and knowledge
- P13 apply new skills and knowledge that have been agreed as appropriate to your job role
- P14 evaluate with others how far your new skills and knowledge have enhanced your work

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role in supporting rights, choices, wellbeing and active participation

### How you carry out your work

- K3 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K4 the main items of legislation that relate to the content of this standard within your work role
- K5 your own background, experiences and beliefs that may affect the way you work
- K6 your own roles and responsibilities with their limits and boundaries

### Personal and professional development

- K7 why it is important to reflect on how you do your work
- K8 how to use your reflections to improve the way you work

### Specific to this NOS

- K9 your role and the role of others in evaluating and developing your skills and knowledge through supervision and appraisal or other arrangements
- K10 the range of learning opportunities and how to access them
- K11 how to use learning opportunities effectively to improve your knowledge and practice, including learning from day to day experiences
- K12 how to apply learning and transfer skills into new situations

**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.

**Development opportunities** may include educational programmes, training activities, coaching, structured feedback, shadowing, secondment, other types of personal or professional support

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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship. Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Personal beliefs** may include beliefs about values, cultural norms, religious beliefs and opinions which you hold firmly

A **personal learning plan** is a formal record of your areas of strength, areas for development, proposed learning opportunities and timeframes for achievement, developed in collaboration with a supervisor/mentor

**Support** may include formal and informal supervision, mentoring, peer support, tutor support, assessor support

**Scope/range related to knowledge and understanding**

All knowledge statements must be applied in the context of this standard.

**Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

<b>SCQF Level:</b>	6
<b>SCQF Credit value:</b>	9
<b>Sector Skills Council:</b>	Skills for Care and Development
<b>Aim:</b>	This standard identifies the requirements associated with safeguarding which must permeate all your work with individuals. The standard addresses the need to clarify your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. The requirements also include relating to people in ways that promote safeguarding, working in ways that support the rights, inclusion and wellbeing of individuals and supporting individuals to keep themselves safe.

### Performance criteria

You must be able to:

#### Clarify your awareness of harm, abuse and safeguarding

- P1 access information about harm, abuse and safeguarding
- P2 show that you know factors, situations and actions that may cause or lead to harm and abuse
- P3 show that you know signs and symptoms that may indicate that an individual has been, or is in danger of being, harmed or abused
- P4 show that you know your role in safeguarding individuals and how this fits with local procedures and agreements
- P5 show that you know the role of different agencies and multi-agency working in the safeguarding of individuals
- P6 show that you know the actions you need to take when harm or abuse is suspected or has been disclosed, in line with the responsibilities of your role and local procedures
- P7 show that you know the actions you must take and those you must avoid, taking account of any future investigation into possible harm or abuse
- P8 ensure your own actions and attitudes do not contribute to situations, actions or behaviour that may be harmful or abusive

#### Support practices that help to safeguard individuals from harm or abuse

- P9 recognise actions, behaviours and situations that may lead to harm or abuse
- P10 recognise signs that may indicate an individual has been, or is in danger of being, harmed or abused
- P11 report in accordance with work setting requirements any changes, events or occurrences that cause you concern about the welfare of an individual
- P12 seek support in situations beyond your experience or expertise
- P13 use supervision and support to deal with your own reactions to possible harm or abuse, within confidentiality requirements

#### **Relate to individuals and key people in ways that support safeguarding**

- P14 relate to the individual and key people in ways that support trust
- P15 relate to the individual and key people in ways that help them feel able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
- P16 relate to the individual using the way they prefer to communicate
- P17 follow work setting requirements whenever you acquire or use information that is confidential
- P18 support the individual to understand when and why you may sometimes need to share information that would otherwise be confidential

#### **Work in ways that support the rights, inclusion and well being of individuals**

- P19 work with the individual to find out about their background and preferences
- P20 ensure your own actions support the individual in person centred ways
- P21 ensure your own actions respect the individual's dignity, privacy, beliefs, preferences, culture, values and rights
- P22 ensure your own actions support the individual's self esteem, sense of security and belonging
- P23 ensure your own actions support the individual's active participation, independence and responsibility
- P24 ensure your own actions support equity and inclusion and do not discriminate
- P25 take appropriate steps where the behaviour and actions of others do not support the rights, inclusion and well being of the individual

#### **Support individuals to keep themselves safe**

- P26 support the individual to be aware of personal safety
- P27 support the individual to be aware of risks associated with the use of electronic communications
- P28 support the individual, key people and others to challenge any behaviour and actions that may lead to harm or abuse
- P29 support the individual and key people to make comments and complaints where necessary

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 Work setting requirements on equality, diversity, discrimination and rights
- K2 Your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### Theory for practice

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support

- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of potential harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 how to maintain confidentiality in your work
- K39 when and how to pass on information

### **Specific to this NOS**

- K40 **types of harm and abuse**
- K41 **factors that may make someone more vulnerable** to harm or abuse
- K42 common features of perpetrator behaviour and grooming
- K43 correct actions to take if harm or abuse is suspected, disclosed or alleged
- K44 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K45 what to do if you have reported concerns but no action is taken to address them

- K46 key point about local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse
- K47 how to protect yourself and others from harm and abuse when in a work setting or working alone

## Unit 204                      Support the safeguarding of individuals (SCDHSC0024)

### Supporting 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 statement 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.

A person's **background** is the individual's unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community

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

**Electronic communications** may include the use of mobile phones and the internet, including social networking sites

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship. Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Person centred** approaches are those that fully recognise the uniqueness of the individual and establish this as the basis for the planning and delivery of care and support

**Relationships** may include those developed over a period of time or those established in a situation where immediate care or support is required

**Safeguarding** is working with individuals, children, young people and their families to take all reasonable measures to ensure that the risks of harm are minimised; and where there are concerns about the welfare of individuals or children and young people, appropriate action is taken to address those concerns working to National policies and guidance and to agreed local policies and procedures in full partnership with local agencies

### **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 statement 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

**Types of harm and abuse** may include physical abuse, emotional abuse, sexual abuse, financial abuse, neglect, institutional abuse, bullying, abuse relating to social networking media.

**Factors that may make someone more vulnerable** may relate to the individual, to their personal circumstances including family issues or disrupted relationships, to the work setting or to particular ways of working.

### **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when supporting individuals to participate in recreational activities. This includes supporting individuals to identify which recreational activities to pursue, supporting them to participate in the activities they choose and working together to review the activities.

### Performance criteria

You must be able to:

#### Support individuals to identify recreational activities that suit them

- P1 work with the **individual** in ways that promote **active participation**, involving **key people** and **others** where necessary
- P2 support the individual to identify their recreational interests, preferences and needs
- P3 work with the individual to assess whether, and in what capacity, the individual is able to continue with existing recreational activities
- P4 support the individual to identify new recreational activities likely to meet their preferences and needs
- P5 work with the individual to identify any risks involved in recreational activities that they wish to take up or continue with
- P6 support the individual to identify any adjustments or alternatives to chosen recreational activities that will help to minimise the risks

#### Support individuals to participate in recreational activities

- P7 provide support for the individual to try out new recreational activities
- P8 agree with the individual the support they require to continue participating in existing or newly chosen recreational activities
- P9 carry out your agreed activities in supporting the individual's participation

- P10 implement any risk management plans associated with the activities, in partnership with the individual
- P11 encourage continued participation where the individual is encountering difficulties
- P12 seek further information and support to enable the individual to participate in their chosen recreational activities, taking account of any difficulties and any anticipated changes that may affect their participation in future

#### **Support individuals to review the value of recreational activities**

- P13 work with the individual, key people and others to agree how participation in recreational activities should be reviewed, including who will be involved and how information will be handled
- P14 encourage the individual to communicate their views on the recreational activities
- P15 encourage the individual to communicate any changes required according to their preferences and needs.
- P16 carry out your responsibilities in the review

#### **Implement changes to increase participation in recreational activities**

- P17 implement any agreed changes for which you are responsible in order to increase the individual's participation in recreational activities
- P18 take appropriate action where changes outside your responsibility are not implemented
- P19 monitor the effectiveness of changes made
- P20 complete records and reports on any changes made, in accordance with legal and work setting requirements

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role

- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred working and the importance of knowing and respecting each person as an individual
- K15 the prime importance of the interests and well-being of the individual
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

#### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

#### **Specific to this NOS**

- K41 the types of recreational activities that are appropriate to the people with whom you work and the care environment in which you work
- K42 ways to find out about individuals' preferences regarding types of recreational activities
- K43 how to encourage individuals to participate in recreational activities
- K44 the role which recreation plays in the health and social well-being of individuals
- K45 the risks, dangers and difficulties associated with different equipment and materials in relation to specific individuals
- K46 methods that will encourage individuals to use their strengths and potential to participate in recreational activities

**Supporting 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

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

**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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when you work with individuals to carry out activities specified in their care or support plan. This includes carrying out your agreed role, providing feedback and contributing to revisions in the activities for which you are responsible.

### Performance criteria

You must be able to:

#### Carry out specific activities within a care or support plan

- P1 access information, records, any risk assessments and advice about specific activities for which you are responsible within an **individual's care or support plan**
- P2 access additional information about the individual to ensure your work will be person centred
- P3 support the individual to communicate to you the way they prefer you to carry out the activities for which you are responsible
- P4 confirm with the individual and other relevant people your understanding of the activities, your role in carrying them out and what outcomes they will help to achieve
- P5 carry out the activities, following instructions carefully
- P6 support the individual's active participation in the activities
- P7 observe the individual when carrying out the activities

#### Provide feedback on care or support plan activities

- P8 support the individual and **key people** to identify any changes in the individual's preferences and needs that might affect how you work with them
- P9 observe any changes with the individual that may indicate changes to your work and the work of **others**
- P10 support the individual to feed back on how well the activities you carry out meet their preferences and help to achieve planned outcomes

- P11 support the individual to identify anything that could be improved
- P12 use the feedback and your own observations to evaluate how well the activities meet the individual's preferences and help to achieve planned outcomes
- P13 complete records and reports in accordance with work setting requirements on any differences between the way the individual prefers you to carry out your activities and the way that is specified in the care or support plan
- P14 complete records and reports in accordance with work setting requirements on any changes you observe in the individual and any discomfort you observe in them when you carry out activities

### **Contribute to revisions of care or support plan activities**

- P15 clarify your role and responsibilities in making revisions to care or support plan activities for which you are responsible
- P16 report on how well the activities for which you are responsible meet the individual's preferences and help to achieve planned outcomes
- P17 contribute to discussions about where the activities are effective and where and how they could be improved
- P18 where your ideas and findings conflict with those of other people, explain the reasons for your conclusions, listen to the reasons for the conclusions of others and contribute to agreeing the best way forward
- P19 seek additional support where agreement cannot be reached
- P20 identify with the individual, key people and others what improvements can be made in carrying out the activities for which you are responsible
- P21 ensure that you fully understand any changes in the activities for which you are responsible
- P22 confirm that the individual is aware of the changes before you begin to carry them out

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 Work setting requirements on equality, diversity, discrimination and human **rights**
- K2 Your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security

- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 how to respond to the preferences of individuals if they are in conflict with the specific support plan activities for which you are responsible
- K42 methods of undertaking the specific support plan activities for which you are responsible
- K43 methods of observing, evaluating, recording and reporting individuals' needs and conditions in relation to the specific support plan activities for which you are responsible
- K44 methods of contributing to team work activities in relation to the specific support plan activities for which you are responsible

**Supporting 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

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting

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

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

## **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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when supporting individuals to access and use information on services and facilities. This includes supporting the individual to use information you supply, to access and use information themselves and then to evaluate and feed back on it.

### Performance criteria

You must be able to:

#### Support the individual to use information about services and facilities

- P1 support the **individual** to communicate their preferences and needs about the **information** they require on **services** and **facilities**
- P2 identify accurate and up-to-date information on services and facilities that may benefit the individual
- P3 make information available to the individual in accessible ways
- P4 ensure that you and the individual both understand the information that has been shared
- P5 support the individual to identify any impact that the information may have on them and **key people**
- P6 support the individual to deal with any distress the content of the information may cause them
- P7 challenge in appropriate ways any information that is discriminatory

#### Support the individual to access information about services and facilities

- P8 work with individuals in ways that promote **active participation** to develop their confidence in accessing information on services and facilities themselves
- P9 support the individual and key people to identify any difficulties that arise when they try to access information
- P10 agree with the individual and key people the actions required to overcome difficulties in accessing information

- P11 identify with the individual and key people who will be responsible for taking action to overcome difficulties in accessing information
- P12 support the individual and key people to organise their time and lives so that they are able to access information for themselves

#### **Enable individuals to evaluate information about services and facilities**

- P13 support the individual and key people to evaluate in what ways the information about services and facilities has been beneficial to them
- P14 support the individual and key people to identify information that is discriminatory or unhelpful
- P15 support the individual to identify any changes that will improve the accessibility and usability of the information
- P16 encourage the individual and key people to give feedback to appropriate people or organisations where they have experienced discrimination or exclusion when trying to access information
- P17 support individuals and key people to challenge any information about services and facilities that is discriminatory or unhelpful
- P18 encourage the individual and key people to give feedback to the appropriate people or organisations on the usefulness of the information they have selected and used
- P19 support the individual to identify any changes that will improve the accessibility and usability of the information

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 Work setting requirements on equality, diversity, discrimination and human **rights**
- K2 Your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work

- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

#### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

#### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

#### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

#### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

#### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 how to find out about whether the services and facilities are accessible to individuals
- K42 how and where to access information relevant to individuals and key people's needs
- K43 how to ensure that the information accessed is relevant and up to date and who to inform when it is not
- K44 how to support individuals and key people to understand information
- K45 how to encourage individuals to raise questions and concerns about how to access or interpret information
- K46 who you go to and where to go when you cannot find information or answer questions

## Unit 207 Support individuals to access information on services and facilities (SCDHSC0026)

### Supporting 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

**Facilities** are goods or settings/environments to which access can be provided to promote the individual's health and social well-being; they may be offered at a distance or taken to the place where the individual lives

The **individual** is the person you support or care for in your work

**Information** could be verbal, written or electronic and needs to be in a format that is accessible to the individual and should be provided within confidentiality agreements and according to legal and work setting requirements

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

**Services** are personal and other amenities provided in the individual's home or in other places to promote the individual's health and social well-being

Information may be **unhelpful** because it is misleading, inaccurate, inaccessible, difficult to understand or out of date.

#### 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting individuals in their daily living. This includes working with individuals to identify the support they require for daily living and then assisting them in activities to promote their well-being and independence. The standard includes working with individuals to access any further support required.

### Performance criteria

You must be able to:

#### Work with individuals to agree the support they require for their daily living

- P1 work with the individual, key people and others to identify your role in supporting the individual and the boundaries of your involvement
- P2 contribute to agreeing how any problems or areas of conflict that arise will be addressed
- P3 support the individual to describe their daily lives and activities and to clarify what they are able to do for themselves
- P4 support the individual to identify any groups and other people who may be able to assist them
- P5 identify with the individual which aspects of their daily living they need you to carry out for them and which they would like your assistance with
- P6 support the individual to express their wishes about the types of support they need from you and the time they prefer you to be available
- P7 seek additional support where you are unable to carry out the activities identified by the individual

#### Assist individuals in activities to promote their well-being

- P8 confirm which aspects of the individual's daily life you will be assisting them with and which you will be carrying out for them

- P9 agree with the individual how they would like you to carry out the aspects of their daily living for which you are responsible, taking account of any risk assessments and working within legal and work setting requirements and policies and procedures
- P10 assist the individual to carry out agreed aspects of their daily living in ways that promote active participation and protect the individual and yourself from the risk of infection
- P11 observe the individual while working to monitor any changes in them
- P12 work with the individual to agree how any changes might affect the assistance they require
- P13 report on any changes in the preferences, needs and circumstances of the individual and the affect these will have on your work activities, within confidentiality agreements and according to legal and work setting requirements

#### **Enable individuals to access other support to promote their well-being**

- P14 work in ways that promote active participation when enabling the individual to access further support to benefit their health and social well-being
- P15 work with the individual, key people and others to identify further support that will promote the individual's health and social well-being
- P16 contribute to agreeing which activities you will be responsible for and which will be the responsibility of other people
- P17 contribute to ensuring that the activities carried out by yourself and others are co-ordinated effectively
- P18 contribute to agreeing how you will work with the individual and those who support them
- P19 contribute to agreeing how any problems or areas of conflict that arise with additional support will be addressed
- P20 carry out your agreed role in ways that promote active participation
- P21 observe any changes in the support needs of the individual and how this may affect the assistance they require
- P22 report on any changes in the support needs of the individual within confidentiality agreements and according to legal and work setting requirements and policies and procedures

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination

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- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred working and the importance of knowing and respecting each person as an individual
- K15 the prime importance of the interests and well-being of the individual
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 the types of activities you may need to do to support individuals in their daily living
- K42 the risks, dangers and difficulties associated with different environments, equipment, materials and activities and in relation to specific individuals
- K43 key changes in the conditions and circumstances of individuals with whom you work and actions to take in these circumstances
- K44 types of additional resources and support that may assist individuals in their daily living and how to access them

## Unit 208 Support individuals in their daily living (SCDHSC0027)

### Supporting 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.

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

#### 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting individuals to make journeys. This includes planning the journey and accompanying the individual on the journey while this is required.

### Performance criteria

You must be able to:

#### Support individuals to plan journeys

- P1 work with the **individual** to agree the purpose of the **journey**
- P2 support the **active participation** of the individual in planning the journey
- P3 work with the individual to identify the level and type of support they will need when planning and making the journey, taking account of potential risks and benefits
- P4 agree your contribution to planning the journey
- P5 support the individual to access and use information needed to plan the journey
- P6 support the individual to plan all aspects of the journey
- P7 arrange with the individual if and where you will meet them during the journey and how you will fit in with any requirements for privacy
- P8 rehearse the plan where appropriate
- P9 identify with the individual the successes and any difficulties they have had in the journey planning process

#### Accompany individuals on journeys

- P10 agree with the individual the reasons why you are accompanying them on the journey
- P11 ensure the individual has taken any required medication prior to the journey and takes with them any medication needed
- P12 carry out your agreed part of the plan
- P13 support the individual in carrying out their part of the plan
- P14 accompany the individual as agreed in their care plan and according to legal and work setting requirements

- P15 work with the individual to be as independent as possible when making the journey, while taking account of any risks
- P16 respond appropriately to planned and unexpected changes during the journey
- P17 cease to accompany the individual at the point agreed in the care plan and according to their preferences and needs, while taking account of any **risks**
- P18 review with the individual, **key people** and **others** whether the journey met the planned outcomes, whether the support was effective and any changes that should be made for future journeys

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support

- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 where to go to access information that can inform your practice when supporting individuals to plan and make journeys
- K42 benefits and difficulties that may occur when supporting individuals to plan and make journeys
- K43 how to respond to unforeseen problems that may occur during a journey
- K44 the checks you need to make and the paperwork you need to complete when taking individuals on journeys and when they make unaccompanied journeys

## Unit 209                      Support individuals to make journeys (SCDHSC0028)

### Supporting 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.

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. The **individual** is the person you support or care for in your work.

A **journey** is any outing to support an individual's independence and enable them to take as much control over their life as possible.

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting individuals to maintain a healthy lifestyle which will enable them to meet with their domestic and personal needs. This includes supporting individuals to obtain, prepare and store food that meets their nutritional and dietary requirements, supporting them to identify and obtain household and personal goods and supporting them to keep their home healthy, safe and secure.

### Performance criteria

You must be able to:

#### Support individuals in the preparation of food that meets their nutritional and dietary requirements

- P1 support the **individual** and **key people** to understand the individual's dietary and nutritional requirements in terms of food and drink
- P2 support the individual and key people to identify **healthier food and drink options** that meet the individual's **dietary requirements**
- P3 contribute to identifying how the food and drink required by the individual can be obtained
- P4 carry out your role in the **preparation** of food and drink to meet the individual's nutritional and dietary requirements
- P5 work in ways that promote **active participation** to enable the individual to prepare food and drink safely, hygienically and in ways that will reduce the risk of food-associated illness or infection
- P6 contribute to reviewing the arrangements for meeting the individual's nutritional and dietary requirements
- P7 work with the individual and key people to implement any changes required
- P8 highlight to the individual and key people the potential risks to the individual of consuming food and drink which does not meet their nutritional and dietary requirements

- P9 complete records and reports on how well the individual's nutritional and dietary needs are met, in accordance with legal and work setting requirements

**Support individuals to obtain household and personal goods**

- P10 support the individual to identify their preferences and needs in relation to household and personal goods
- P11 contribute to identifying where and how household and personal goods can be obtained
- P12 work in ways that promote active participation to support the individual in obtaining household and personal goods
- P13 work in ways that promote active participation to support the individual to store household and personal goods safely
- P14 support the individual and key people to complete any paperwork needed to access resources or support for obtaining household and personal goods
- P15 highlight to the individual and key people the potential risks where you observe personal and household goods being used dangerously
- P16 highlight to the individual and key people the potential risks of obtaining personal and household goods that may cause a risk of harm to themselves, key people and others
- P17 complete records and reports in relation to identifying, obtaining, storing and using household and personal goods, in accordance with legal and work setting requirements

**Support individuals to keep their home healthy, safe and secure**

- P18 support the individual and key people to identify and access types of support that would help them keep the individual's home healthy, safe and secure
- P19 agree with the individual and key people who will take responsibility for keeping the individual's home healthy, safe and secure
- P20 support the individual and key people to identify ways in which the cleanliness, safety and security of the individual's home could be improved
- P21 work in ways that promote active participation to support the individual in keeping their home healthy, safe and secure
- P22 highlight the potential risks to the individual, key people and others where you observe signs that the individual's health and safety is at risk in their home
- P23 highlight the potential risks to the individual, key people and others when you observe signs that the individual's home is not being secured as it should
- P24 work with the individual, key people and others to contribute to changes that will enable the individual and key people to maintain the health, safety and security of the individual's home
- P25 complete records and reports in relation to the health, safety and security of the individual's home, in accordance with legal and work setting requirements

## Knowledge and understanding

You need to know and understand:

### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 the concept of a balanced diet and why this is important to good health
- K42 the nutritional benefits of minimising the fat, sugar and salt content of dishes
- K43 the nutritional benefits of starchy foods, fruit, vegetables and pulses

- K44 how to read and interpret food labelling
- K45 techniques for preparing and cooking dishes in ways that maximise nutritional value
- K46 the likely nutritional and dietary needs of the individual with whom you work
- K47 how to prepare, store and hold food and drink safely and at the correct temperature to reduce the risk of food-associated illness or infection
- K48 the types of significant food safety hazards you are likely to come across when handling and storing food and what may happen if these are not controlled
- K49 why surfaces and equipment must be clean before beginning a new task and the most effective ways of achieving this
- K50 factors and issues associated with keeping the home of the individual safe and secure
- K51 methods of working with the individual and key people to agree the food, drink, personal and household goods they want and the methods they prefer to obtain and store them
- K52 methods of working with the individual and key people to identify healthier food and drink and prepare and store food and drink hygienically and safely

**Supporting 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.

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.

**Dietary requirements** include food and drink that will provide a balanced diet, that meet the nutritional needs of individuals and that support their health and well-being

**Healthier food and drink options** include choices of food and drink and preparation methods that follow current guidelines for healthy eating

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

**Preparation** here includes obtaining, preparing and storing food and drink

A **risk** is the likelihood that a hazard will occur and here may relate to incorrect preparation and storage of food, drink and domestic items; infection and contamination; dangerous use of food, drink and domestic items

## **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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting individuals to take part in development activities of various kinds, including those that will help them retain or regain skills, interact with others or engage in chosen physical or intellectual pursuits. The standard includes preparing for development activities, supporting participation and contributing to evaluation of the activity.

### Performance criteria

You must be able to:

#### Prepare for participation in development activities

- P1 acquire information about how best to encourage and support the **individual** to prepare for and participate in **development activities**
- P2 check that you have correctly understood any instructions for the support of the individual and preparation of the environment
- P3 work with the individual, **key people** and **others** to identify the individual's goals and preferences regarding development activities and what options are available
- P4 discuss benefits and any risks of different options to enable a choice to be made
- P5 seek additional expertise where you, the individual, key people and others have concerns about a development activity or the individual's participation in it
- P6 prepare the environment for the chosen development activity
- P7 ensure the environment complies with health and safety requirements
- P8 offer reassurance and encouragement to the individual about their planned participation in the development activity and the benefits of participation
- P9 agree with the individual ways to minimise any risks associated with the activity

- P10 agree your role in supporting the individual to participate in the development activity and minimise risks
- P11 prepare yourself for supporting participation in the development activity

### **Support the individual to participate in development activities**

- P12 work with the individual to overcome any fears or other barriers to them taking part in the development activity
- P13 carry out your agreed role in supporting the individual to participate in the development activity and minimise risks
- P14 carry out your agreed role in ways that promote active participation and minimise risks
- P15 offer the individual positive feedback on success throughout the activity
- P16 offer the individual encouragement if they experience difficulty
- P17 stop the activity immediately if the individual is distressed, in pain or feels unable to continue
- P18 report problems as soon as possible to appropriate people
- P19 feedback to appropriate people on successes, problems, risks or gaps that occurred whilst supporting the individual
- P20 contribute to recording progress in the required format
- P21 identify with the individual and key people any changes that need to take place to make the development activity more effective and enjoyable
- P22 record and report on development activities according to confidentiality agreements and legal and work setting requirements

### **Contribute to the evaluation of development activities**

- P23 agree with the individual and key people how the development activity will be evaluated and how they will be involved
- P24 support the individual and key people to provide evaluation information in a useful form
- P25 discuss with the individual and key people the benefits and limitations of the development activity
- P26 identify with the individual any parts of the development activity which they found difficult or which they declined to participate in
- P27 report to appropriate people about aspects of the development activity which have been declined by the individual or identified as difficult by them
- P28 record information and observations about the effectiveness of the activity and the individual's participation in and enjoyment of it
- P29 work with the individual, key people and others to agree any changes needed to the activity or the support for participation in it
- P30 complete records and reports on the evaluation of development activities according to confidentiality agreements and legal and work setting requirements

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently

City & Guilds SVQ 2 Social Services and Healthcare at SCQF Level 6 (4175-02)

K25 the main stages of human development

### **Communication**

K26 factors that can have a positive or negative effect on the way people communicate

K27 different methods of communicating

### **Personal and professional development**

K28 why it is important to reflect on how you do your work

K29 how to use your reflections to improve the way you work

### **Health and Safety**

K30 your work setting policies and practices for health, safety and security

K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K33 signs and symptoms of harm or abuse

K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

K36 legal requirements, policies and procedures for the security and confidentiality of information

K37 work setting requirements for recording information and producing reports including the use of electronic communication

K38 what confidentiality means

K39 how to maintain confidentiality in your work

K40 when and how to pass on information

### **Specific to this NOS**

K41 how to recognise adverse changes in the conditions of individuals when supporting them to participate in development activities and the actions to take in these circumstances

K42 the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals

**Supporting 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.

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 recognise each individual's right to participate in the activities and relationships of everyday life as independency as possible

**Development activities** may include intellectual activities and pursuits, activities that enable the individual to retain or regain their skills; activities that enable the individual to keep fit and mobile; activities that enable the individual to participate and interact with others

The **individual** is the 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 well being. Key people may include family friends, carers and others with whom the individual has a supportive relationship

**Others** are your colleagues and other professionals whose work contributes to the individual's well being and who enable you to carry out your role

**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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals during therapy sessions. This includes supporting individuals during sessions, carrying out observations at the time and contributing to consideration of how effective the sessions are in meeting outcomes. It also includes preparing the environment and materials before therapy sessions and tidying them afterwards.

### Performance criteria

You must be able to:

#### Make preparations for therapy sessions

- P1 with the support of **others**, identify how the environment and materials need to be prepared before and tidied after a therapy session
- P2 identify your role and responsibilities in relation to the actions required
- P3 prepare yourself, the environment and materials as instructed and to address safety requirements
- P4 work with the **individual** to identify their preferences, concerns and issues about participating in the therapy session
- P5 agree with the individual and others how to address any special requirements identified
- P6 reassure the individual about the nature and content of the therapy session
- P7 highlight to the therapist any concerns and issues you are unable to resolve

#### Support the individual during therapy sessions

- P8 follow precisely the therapist's directions when carrying out activities that are delegated to you in relation to the therapy session
- P9 support the individual's **active participation** within the therapy session, taking account of their preferences and needs

- P10 take appropriate action if the individual has any difficulties or you observe any significant changes
- P11 agree any adjustments needed to maximise the individual's participation and the effectiveness of the therapy sessions
- P12 implement any adjustments that are within your role

#### **Carry out observations in relation to therapy sessions**

- P13 agree with the individual and others the observations that need to be made and the scope of your responsibility
- P14 follow agreed arrangements for observing the individual before, during and after the therapy session
- P15 check your observations with appropriate people and against agreed outcomes

#### **Contribute to reviewing the effectiveness of therapy sessions**

- P16 work with the individual to identify the effectiveness of the therapy sessions on their health and social well-being
- P17 work with the individual, key people and others to identify any issues or problems identified through feedback from the individual or from observations
- P18 work with the individual, key people and others to identify and agree changes needed to therapy sessions
- P19 record and report on therapy sessions within confidentiality agreements and according to legal and work setting requirements

#### **Tidy the environment and materials after therapy sessions**

- P20 following therapy sessions, restore the environment according to legal, work setting and safety requirements
- P21 clean materials according to legal, work setting and safety procedures and agreements
- P22 store materials according to legal, work setting and safety procedures and agreements
- P23 report any damage to materials, equipment or in the environment immediately and according to work setting procedures and practices

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 key changes that may occur in individuals with whom you work and what you should do if a key change occurs
- K42 the impact of stress and fear on behaviour and individuals' ability to take part in and use therapy sessions effectively
- K43 the conditions and impairments that the therapy is addressing
- K44 the benefits and problems that might occur prior to, during and after therapy sessions
- K45 the outcomes that therapy sessions aim to achieve for individuals
- K46 the best ways of supporting individuals through therapy sessions
- K47 how to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy
- K48 how to observe and record observations to support therapy sessions
- K49 the key signs of problems and difficulties that need to be reported to the therapist
- K50 how to involve individuals in collecting information about their experience of the therapy and its outcomes
- K51 the risks, dangers and difficulties associated with different equipment and materials and in relation to specific individuals

## Supporting 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.

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. The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

**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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

## Unit 213

## Provide food and drink to promote individuals' health and well being (SCDHSCo213)

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies requirements when you provide food and drink for individuals who need support to eat and drink. This includes supporting individuals to communicate what they wish to eat and drink and preparing their selected food and drink. It also includes serving food and drink, supporting the individual to consume it and clearing away when they have finished.

### Performance criteria

You must be able to:

#### Support individuals to identify what they will eat and drink

- P1 support the **individual** and **key people** to **communicate** the types of **food and drink** the individual prefers
- P2 offer the individual information about food and drink options that will promote their health and well being
- P3 support the individual to choose food and drink that adhere to their **care or support plan**, that take account of their **dietary requirements** and preferences and of any religious, cultural and personal beliefs, and that are within the available resources
- P4 support the individual to consider suitable alternatives where their initial preferences cannot be met
- P5 work with the individual to resolve any problems about their choice of food and drink
- P6 take appropriate action if there are concerns about the individual's diet

#### Prepare food and drink relevant to individuals' dietary needs and preferences

- P7 ensure your own personal cleanliness and hygiene when preparing and serving food
- P8 wash your hands and before, during and after handling food

- P9 clean work surfaces, cooking utensils and equipment thoroughly before use
- P10 **prepare food** in ways that make the food appetising to the individual
- P11 prepare food in ways that meet safety requirements and minimise the **risks** of food-associated illness or infection
- P12 prepare food in ways that follow **guidelines for healthy eating**, where these are in keeping with any specific dietary requirements of the individual
- P13 follow work setting requirements for safe storage or disposal of any food and drink left over from preparation

#### **Serve food and drink to individuals**

- P14 prepare the immediate environment to ensure that eating and drinking will be as enjoyable as possible to the individual
- P15 provide any aids or **specialist equipment** the individual needs to enable them to eat and drink
- P16 serve food and drink with the appropriate utensils, in a hygienic manner and in accordance with health and safety requirements
- P17 present food attractively and in ways that meet the individual's preferences about quantity, temperature, consistency and appearance
- P18 place food and drink within easy reach of the individual
- P19 support the **active participation** of the individual in consuming their chosen food and drink
- P20 support the individual to consume manageable quantities of food and drink and to eat and drink at their own pace
- P21 support the individual to make themselves clean and tidy if food or drink is dropped or spilt
- P22 ensure the individual has access to water or other appropriate fluids between meals

#### **Clear away when individuals have finished eating and drinking**

- P23 check that the individual has finished eating and drinking before removing utensils and crockery
- P24 where food and drink has not all been consumed, clarify with the individual the reasons for this
- P25 take appropriate action if the individual appears to be still hungry or thirsty after they have finished eating and drinking, or if the reasons for leaving food and drink cause concern
- P26 encourage the individual to wash their hands and make themselves clean and tidy at the end of the meal
- P27 support the active participation of the individual in removing used utensils and crockery
- P28 follow work setting requirements to dispose of stale and unusable left-over food
- P29 clean work surfaces after use with appropriate cleaning materials
- P30 clean and store cooking utensils and equipment correctly or return them for cleaning

- P31 ensure your own cleanliness and hygiene after clearing away utensils, crockery and equipment
- P32 where required, record accurately the individual's intake of food and drink
- P33 complete records and reports on any issues or concerns about the individual and their eating and drinking, in accordance with work setting requirements

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people

- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 the effects of culture, religion, physical factors and psychological factors on the way that food should be prepared, presented and eaten
- K42 the signs of malnutrition and the risk factors that may lead to malnutrition
- K43 the importance of good hydration, the impact of dehydration on health and well being and ways of promoting hydration
- K44 the signs of dehydration
- K45 the concept of a balanced diet, why this is important to good health and the relationship of this to particular individuals' needs
- K46 why individuals may have special dietary requirements and the importance of following these
- K47 the impact of poor diet on health and well being
- K48 the nutritional value of starchy foods, fruit, vegetables and pulses
- K49 the nutritional benefits of reducing the fat, sugar and salt content of dishes
- K50 appropriate use of nutritional supplements and ways of increasing nutritional density through the use of fortification
- K51 how to read and interpret food labelling
- K52 how to select types, combinations and proportions of ingredients that will make up a healthy dish, including special diets
- K53 risks that can arise from inappropriate preparation and storage of food and methods of minimising the risks
- K54 techniques you can use to prepare ingredients in a healthier way that maximises its nutritional value
- K55 cooking methods and techniques and the ingredients and dishes to which they are appropriate
- K56 healthier flavourings that can be used as alternatives to salt and sugar
- K57 methods of presenting food attractively and why this is important
- K58 the impact of ill-health upon the amount of food taken and ways of presenting food and drink to make it more appealing to those with reduced appetites
- K59 signs and symptoms of adverse reactions that individuals may experience during and following eating and drinking
- K60 how to deal with sudden and unexpected difficulties with or reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions, and the importance of passing on such information to the appropriate people
- K61 the social value of eating and drinking
- K62 the importance of ensuring that individuals have the physical capacity to reach, handle and lift items of food and drink where they are not being assisted
- K63 conflicts which might arise where individuals do not wish to eat and drink types of food and drink specified in their plan of care and how to deal with this
- K64 the importance of confirming that the individual has consumed sufficient food and drink to meet their nutritional requirements

## Unit 213

## Provide food and drink to promote individuals' health and well being (SCDHSCo213)

### Supporting 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.

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

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting

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; the use of touch; other non verbal forms of communication; human and technological aids to communication

**Dietary requirements** may be related to particular illnesses and conditions of the individual, for example, diabetes; the health needs of the individual i.e. sufficient amounts of food and drink effectively balanced to sustain the health of the individual; the religious, cultural, social, psychological and spiritual needs of the individuals

**Food and drink** may include, snacks, meals, hot drinks and cold drinks  
Guidelines for healthy eating may include reducing fat, salt and sugar content; increasing fibre

The **individual** is the 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 well-being. Key people may include family,

friends, carers and others with whom the individual has a supportive relationship.

To **prepare food** may include cooking, heating foods, opening food packages, handling raw food, peeling, washing, and placing pre-prepared food on plates

**Risks** could be from incorrect preparation and storage of food and drink, infection and contamination; individuals who eat and drink items that they should not or a sudden and unexpected reaction to food and drink

**Specialist equipment** may include specialist crockery, utensils and other aids and equipment.

### **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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals who require assistance to consume food and drink. This includes making your own preparations for supporting individuals to eat and drink and supporting the individuals to prepare for this themselves. It also includes supporting individuals at the time they consume food and drink and afterwards.

### Performance criteria

You must be able to:

#### Make preparations to support individuals to eat and drink

- P1 examine the **care or support plan** to confirm the **individual's** nutritional requirements and preferences
- P2 work with the individual, **key people** and **others** to identify the level of support the individual requires and prefers when eating and drinking
- P3 support the individual to **communicate** preferences for food and drink options, taking into account religious, cultural and **dietary requirements** and the individual's plan of care
- P4 acquire any **specialist equipment** and protective coverings that are required to enable the individual to eat and drink
- P5 prepare the environment so that it makes eating and drinking enjoyable and safe

#### Support individuals to prepare to eat and drink

- P6 confirm with the individual, key people and others the support the individual needs to help them prepare to eat and drink
- P7 prepare yourself to support the individual by washing your hands and putting on any protective items required
- P8 work in ways that promote **active participation** when supporting the individual to prepare to eat and drink
- P9 support the individual to meet their hygiene needs before eating and drinking, according to their personal beliefs and preferences

- P10 support the individual to prepare to eat and drink in comfort and with dignity
- P11 respond appropriately to questions and issues raised about the food and drink the individual is about to consume, their diet and any dietary needs and preferences
- P12 take appropriate action when questions and issues are outside your competence

### **Support the individual to consume food and drink**

- P13 confirm with the individual, key people and others the level and type of support the individual requires to enable them to consume **food and drink**
- P14 work in ways that promote active participation and social interaction when supporting the individual to consume food and drink
- P15 provide support to enable the individual to eat and drink with comfort, respect and dignity, using appropriate utensils and any specialist equipment
- P16 support the individual to consume their food and drink in manageable quantities and at their own pace
- P17 support the individual to make themselves clean and tidy if food or drink is dropped or spilt
- P18 take appropriate action if necessary where the individual is not eating and drinking or if they are having unexpected difficulties in doing so

### **Support individuals when they have finished eating and drinking**

- P19 confirm that the individual has finished eating and drinking
- P20 where food and drink has not all been consumed, clarify with the individual the reasons for this
- P21 take appropriate action if the reasons for leaving food and drink cause concern
- P22 take appropriate action if the individual appears to be still hungry or thirsty after they have finished eating and drinking
- P23 support the individual to make themselves clean and tidy when they have finished eating and drinking
- P24 where required, record accurately the individual's intake of food and drink
- P25 report on any incidents, issues or concerns about the individual and the support provided for them to eat and drink, in accordance with work setting requirements and their plan of care

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights

- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
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- K10 who you must report to at work
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- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate

K27 different methods of communicating

### **Personal and professional development**

K28 why it is important to reflect on how you do your work

K29 how to use your reflections to improve the way you work

### **Health and Safety**

K30 your work setting policies and practices for health, safety and security

K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K33 signs and symptoms of harm or abuse

K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

K36 legal requirements, policies and procedures for the security and confidentiality of information

K37 work setting requirements for recording information and producing reports including the use of electronic communication

K38 what confidentiality means

K39 how to maintain confidentiality in your work

K40 when and how to pass on information

### **Specific to this NOS**

K41 how your own values in relation to hygiene might differ from those of individuals and how to deal with this

K42 the effects of personal beliefs and preferences (religious, cultural etc) on the way that food should be prepared and eaten

K43 the medical conditions and other factors affecting the individuals with whom you work and how these can affect their dietary requirements and support needs when eating and drinking

K44 the signs of malnutrition and the risk factors that may lead to malnutrition

K45 the importance of good hydration, the impact of dehydration on health and well being and ways of promoting hydration

K46 the signs of dehydration

K47 risks that can arise when helping individuals to eat and drink and ways of minimising these

K48 conflicts which might arise where individuals do not wish to eat and drink as specified in their plan of care and how to deal with this situation

- K49 the types of significant food safety hazards you are likely to come across when handling food and what may happen if these are not controlled
- K50 hygiene precautions and the potential consequences of not following these
- K51 different utensils that are available for individuals with different needs and disabilities and how these can be adapted and used
- K52 how to encourage individuals to eat and drink
- K53 the actions to take when individuals are having difficulties, are unwilling or are unable to eat and drink and the importance of passing on such information to the appropriate people
- K54 why you should interact with individuals when helping them to eat and drink
- K55 signs and symptoms of adverse reactions which individuals may experience prior to, during and following eating and drinking
- K56 how to deal with sudden and unexpected reactions to food and drink, such as choking, vomiting, dysphagia, acute pain, allergic reactions
- K57 the social value of eating and drinking
- K58 the importance of confirming that the individual has consumed sufficient food and drink to meet their nutritional requirements, even if they appear to have finished what they wish to consume
- K59 the importance of ensuring that individuals have the physical capacity to reach, handle and lift items of food and drink where they are not being assisted

## Supporting 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.

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

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting

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; the use of touch; other non verbal forms of communication; human and technological aids to communication

**Dietary requirements** may be related to particular illnesses and conditions of the individual, for example, diabetes; the health needs of the individual i.e. sufficient amounts of food and drink effectively balanced to sustain the health of the individual; the religious, cultural, social, psychological and spiritual needs of the individuals

**Food and drink** may include, snacks, meals, hot drinks and cold drinks

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Specialist equipment** may include specialist crockery, utensils and other aids and equipment.

### **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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you work with individuals to help them maintain their mobility. This includes preparing for activities to maintain mobility and supporting individuals during these activities. It also includes monitoring the activities and individuals' mobility over time.

### Performance criteria

You must be able to:

#### Prepare for activities to maintain the individual's mobility

- P1 support the **individual** to understand the usefulness and benefits of keeping mobile
- P2 support the individual to **communicate** their preferences about keeping mobile
- P3 work with the individual, **key people** and **others** to identify and agree the best ways for the individual to keep mobile
- P4 check that **mobility appliances** are clean, suitable for the individual and in good working order before use
- P5 take appropriate action when any faults are found with mobility appliances
- P6 remove and/or minimise potential hazards in the immediate environment
- P7 ensure the individual is wearing footwear and clothing suitable for undertaking activities to keep mobile

#### Support the individual to maintain mobility

- P8 use agreed methods for maintaining and improving the individual's mobility, taking into account their preferences and needs
- P9 support the individual's **active participation** when using any mobility appliances and undertaking **mobility activities**
- P10 support the individual to use any mobility appliances correctly
- P11 provide safe and acceptable physical support when the individual is using any mobility appliances and undertaking mobility activities

- P12 give constructive feedback and encouragement to the individual while using mobility appliances and undertaking mobility activities, to promote their confidence, motivation and dignity
- P13 take appropriate action where there are conflicts and in areas that are outside your competence

#### **Monitor mobility activities and the individual's mobility**

- P14 observe the individual whilst they take part in mobility activities
- P15 monitor the effectiveness of mobility activities and mobility appliances used
- P16 work with the individual and key people to monitor changes in their mobility
- P17 record and report progress, problems and any adverse effects to the appropriate people
- P18 complete records and reports on activities according to legal and work setting requirements

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual

- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information

- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

#### **Specific to this NOS**

- K41 actions to take if you observe any key changes in the condition and circumstances of individuals with whom you are working
- K42 key facts about how the body moves and the range and limitations of joints, body posture and gait in relation to individuals you support
- K43 the implications that particular health conditions have on movement
- K44 the benefits and adverse reactions that individuals may experience when undertaking mobility activities and using mobility appliances
- K45 specific issues of mobility related to the individuals with whom you work
- K46 factors and issues to take account of when working with individuals with reduced mobility
- K47 the effects on individuals when they do not keep mobile
- K48 the potential dangers of exertion for different individuals
- K49 why and how to give constructive feedback and encouragement to individuals
- K50 why it is necessary to use the mobility appliance specified in accordance with recommended guidelines
- K51 the importance of reporting problems or any defects in mobility appliances immediately, how to do this and who to report to
- K52 why your actions must be consistent with the plan of care or support
- K53 why it is necessary to keep records and report on adverse effects and progress
- K54 methods of providing safe physical support when helping people to keep mobile
- K55 why and how the environment and walking surfaces can be made safe for the use of particular mobility appliances
- K56 national and local guidance on falls prevention and factors that impact on falls

## Unit 215                      Help individuals to maintain mobility (SCDHSCo215)

### Supporting 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.

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

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

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Mobility activities** may include exercises; physiotherapy that enables individuals to keep mobile; occupational therapy that enables individuals to keep mobile; carrying out household activities; being part of group activities that enable individuals to keep mobile

**Mobility appliances** may include wheel chairs; sticks; walking frames

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

#### 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you help address individuals' needs in relation to physical comfort. This includes assisting individuals to minimise the pain and discomfort they experience and helping to provide conditions that are suitable for individuals to rest.

## Performance criteria

You must be able to:

### Assist in minimising individuals' pain or discomfort

- P1 establish a relationship of sensitivity and trust with the **individual** experiencing pain or discomfort
- P2 encourage the individual to **communicate** their feelings of discomfort or pain
- P3 agree with the appropriate people what information about relief from pain and discomfort should be given to the individual and **key people**
- P4 follow agreements and work setting procedures to support the individual and key people to understand **the ways pain and discomfort can be managed**
- P5 assist the individual to be positioned safely, comfortably and in accordance with their **care or support plan**
- P6 support the individual's **active participation** in using self-help methods of control in accordance with their care or support plan
- P7 follow agreed procedures and use agreed measures to alleviate the individual's pain and discomfort
- P8 follow work setting procedures to report immediately and record accurately any requests from the individual for further **measures to minimise their pain and discomfort**
- P9 monitor the individual's behaviour and condition in accordance with their care or support plan
- P10 report to the appropriate people anything that causes you concern
- P11 offer appropriate support to other people who may be disturbed by the individual's pain and discomfort

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### **Assist in providing conditions that will help the individual to rest**

- P12 support the individual to communicate the level and type of support they need to enable them to rest and sleep
- P13 assist the individual to take any measures agreed as part of their preparation for rest
- P14 assist the individual to find a position that is comfortable, assists rest and is consistent with their care or support plan
- P15 monitor the individual
- P16 accurately report causes for concern in accordance with work setting requirements
- P17 ensure your movements, behaviour and tone of voice promote conditions suitable for rest
- P18 take appropriate action when the behaviour and movement of others may prevent or disturb rest
- P19 monitor aspects of the environment that may affect rest
- P20 adjust aspects of the environment to ensure they continue to help address the physical comfort needs of individuals promote rest
- P21 report aspects of the environment which interfere with the individual's rest in accordance with work setting requirements

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting

- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the factors that may affect the health, wellbeing and development of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 the effects that personal beliefs and preferences may have on the recognition of pain or discomfort and the tolerance of it
- K42 actions to take when you observe any key changes in the condition and circumstances of individuals with whom you work
- K43 normal rest patterns and why rest is important for general health and well being
- K44 the different body positions that are conducive to rest
- K45 why the individual should be encouraged to express feelings of discomfort and pain
- K46 why it may be necessary to offer support to others who are affected by the individual's pain and discomfort
- K47 why information and requests from individuals for additional pain relief should be passed on immediately and the possible consequences of not doing this
- K48 why it is necessary for some individuals to maintain certain positions even though this may, in the short term, interfere with their rest
- K49 how to assist individuals to maintain a comfortable position and what this may be for individuals with different needs
- K50 the range of different methods of minimising individual discomfort and pain

## Supporting 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.

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

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

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Measures to minimise their pain and discomfort** may include repositioning; adjustments to bedding, heating, lighting or noise; requests for analgesia; use of specialised mattresses; pressure reducing aids

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

The **ways pain and discomfort may be managed** may include massage; yoga; meditation; medication.

### **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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

<b>SCQF Level:</b>	5
<b>SCQF Credit value:</b>	10
<b>Sector Skills Council:</b>	Skills for Health
<b>Aim:</b>	<p>This standard covers undertaking pressure area care for individuals, following the individual's care plan and risk assessment, and relevant protocols and procedures within your work area. It is aimed at prevention, that is maintaining healthy skin and preventing breakdown. It will link to the standards on moving and handling individuals, and is applicable in a variety of care settings including hospitals, care homes and the individual's own home.</p> <p>Users of this standard will need to ensure that practice reflects up to date information and policies.</p>

### Performance criteria

#### You must be able to:

- P1 apply standard precautions for infection prevention and control and take other appropriate health and safety measures
- P2 work with others in a methodical and organised manner
- P3 explain to the individual what you are going to do in a manner that they will understand and obtain their valid consent
- P4 follow the plan of care accurately, maintaining the privacy and dignity of the individual at all times
- P5 encourage the individual to be involved in their own pressure area care
- P6 ensure that you can carry out the procedure without obstruction from clothing or bedding
- P7 notice any changes to the individuals skin condition and report any changes to the appropriate member of staff
- P8 utilise pressure relieving aids appropriately, according to the care plan and manufacturers' instructions
- P9 leave the individual in a comfortable position and situation according to the plan of care

- P10 complete all records and documentation or pass the information onto others if this is not within your role

## Knowledge and understanding

### You need to know and understand:

- K1 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 undertaking agreed pressure area care
- K2 your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance
- K3 the duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer
- K4 the importance of working within your own sphere of competence and seeking clinical advice when faced with situations outside your sphere of competence
- K5 the importance of applying standard precautions when undertaking agreed pressure area care and the potential consequences of poor practice
- K6 the pressure sore risk assessment tools used in your work area
- K7 the uses of pressure sore risk assessment tools, including those used in your area of work
- K8 why you should tell the individuals what you are doing
- K9 what is meant by valid consent
- K10 the normal anatomy and physiology of the skin
- K11 the pressure sites of the body
- K12 the changes in appearance of the skin when skin integrity is at risk
- K13 the factors which:
  - 1 put individuals at risk of skin break down and pressure sores
  - 2 can help prevent skin break down and pressure sores
- K14 the importance of moving individuals correctly, and the consequences of poor handling and moving techniques
- K15 why it is important to follow the care plan and risk assessment tool
- K16 the importance of team working in relation to pressure area care
- K17 the pressure relieving aids available within your care setting, and their uses
- K18 where to get further information for in respect of up-to-date information about pressure area care
- K19 where to get up-to-date information about pressure relieving aids
- K20 other individuals who you might involve in pressure area care
- K21 why you must report and, where appropriate, document the care you have given and any changes, including improvement and deterioration, you have noticed
- K22 the importance of keeping accurate and up to date records

K23 the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

## **Unit 117                      Undertake agreed pressure area care (SFHCHS5)**

### **Supporting information**

#### **External links**

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB5 Provision of care to meet health and wellbeing needs

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals with their personal care needs. This includes supporting individuals to access and use toilet facilities, to maintain their personal hygiene and to manage their personal appearance.

### Performance criteria

You must be able to:

#### Support individuals to use toilet facilities

- P1 encourage the **individual** to **communicate** when they need to use **toilet facilities**
- P2 work in ways that promote **active participation** and dignity while supporting the individual to use toilet facilities
- P3 support the individual to select suitable toilet facilities from those that are available
- P4 support the individual to go to and return from the toilet safely
- P5 ensure that the individual knows how to call for help if they need it
- P6 make sure you are in a position to hear any requests for help while maintaining the privacy and dignity of the individual
- P7 respond immediately and appropriately if help is sought
- P8 support the individual to clean themselves using the most appropriate method
- P9 support the individual to wash their hands after using the toilet
- P10 ensure the toilet facilities are clean and ready to be used again
- P11 where necessary, move or dispose of bodily waste discreetly, in ways that minimise risk of cross infection and respect the individual's personal beliefs, preferences and dignity
- P12 wear appropriate protective clothing in line with work setting **policies and procedures** when you move or dispose of bodily waste
- P13 wash your hands and ensure your own cleanliness and hygiene after moving or disposing of bodily waste

- P14 record the measured output of bodily waste where this is required by the individual's care plan
- P15 report any **problems and significant changes** to the appropriate people in line with policies and procedures

#### **Support individuals to maintain their personal hygiene**

- P16 support the individual to communicate their preferences about their **personal hygiene** care
- P17 resolve any differences between the individual's wishes, their **care or support plan** and the facilities available
- P18 support the individual to identify the degree of assistance they prefer with their personal hygiene
- P19 work in ways that promote active participation and dignity when assisting the individual to maintain personal hygiene
- P20 wear appropriate protective clothing in line with work setting policies and procedures
- P21 support the individual to understand the reasons for your protective clothing
- P22 ensure that the room and water temperatures meet the individual's preferences
- P23 place toiletries, materials and equipment required for personal hygiene safely and within the individual's reach
- P24 ensure that the individual can reach equipment to enable them to call for help and knows how to use it
- P25 support the individual with potentially uncomfortable processes in ways which cause as little discomfort as possible
- P26 ensure that your own personal hygiene follows good hygiene practice in line with policies and procedures
- P27 report any problems and significant changes in the individual's personal hygiene to appropriate people in line with policies and procedures

#### **Support individuals to manage their personal appearance**

- P28 support the individual to communicate their wishes and preferences about managing their personal appearance
- P29 support the individual to identify the amount and type of support they prefer for managing their appearance
- P30 work in ways that promote active participation when assisting the individual to manage their appearance
- P31 support the individual to attend to their personal appearance in ways that maintain their dignity and are consistent with their personal beliefs and preferences
- P32 support the individual to use dressing and other equipment and materials which are in line with their preferences and meet safety requirements
- P33 support the individual to keep their clothing and toiletries clean, safe and secure
- P34 support the individual to understand and overcome any concerns about the use of assistive technology and/or prostheses, orthoses and creams

- P35 seek additional support where necessary
- P36 ensure materials, equipment and facilities are left clean, tidy and ready for future use
- P37 wash your hands and ensure your own cleanliness and hygiene before and after supporting individuals with their personal appearance
- P38 report any problems and significant changes in how the individual manages their personal appearance to the appropriate people in line with policies and procedures

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences

- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development** of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 how your own values in relation to health and hygiene might differ from those of individuals and how to deal with this
- K42 the effects which personal beliefs and preferences may have on how an individual wishes to wash and to use toilet facilities
- K43 when and why measuring and recording output of bodily waste may be important

## Unit 218 Support individuals with their personal care needs (SCDHSCo218)

### Supporting 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.

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.

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

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.

The **individual** is the person you support or care for in your work.

**Managing personal appearance** may include dressing, care of clothing; care of hair, skin, teeth/dentures and nails; use of toiletries; use of assistive technology; use of prostheses and/or orthoses.

**Personal hygiene** may include oral hygiene and hygiene relating to hair, skin and nails

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

**Problems and significant changes** could be changes in the individual's health; difficulties in going to the toilet; concerns about body waste;

changes in individuals' skin condition; changes in motivation for personal hygiene and appearance

**Toilet facilities** may include toilet; commode; bedpan; urinal.

### **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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals to manage continence. This includes support to maintain continence and also to use equipment for managing continence.

### Performance criteria

You must be able to:

#### Support individuals to maintain continence

- P1 support the **individual** to **communicate** their preferences about managing their continence
- P2 encourage the individual to communicate any changes relating to their continence
- P3 check the individual's **care or support plan** for information relevant to maintaining continence
- P4 encourage the individual to make regular use of toilet facilities to enable them to achieve a **pattern of elimination** in line with strategies in their support plan
- P5 monitor the individual's patterns of elimination
- P6 complete records and reports on any changes in the individual's patterns of elimination, in accordance with work setting requirements
- P7 support the individual to select food and drink and to take prescribed medication that will facilitate bowel and bladder action
- P8 work in ways that support the **active participation** of the individual, maximising their self-respect, dignity and privacy

#### Support individuals to use equipment to manage continence

- P9 encourage the individual to use recommended clothing, **continence equipment and management techniques** to manage continence
- P10 support the individual to use continence equipment and management techniques correctly and in ways that maximise their self-respect, dignity and privacy
- P11 provide continence equipment at a time and place convenient to the individual's circumstances and preferences

- P12 ensure that the individual knows how to call for help when using continence equipment and management techniques
- P13 **take appropriate action** when the continence equipment and management techniques being used appear to be unsuitable
- P14 ensure that equipment and soiled materials are disposed of safely and in ways which minimise the risk of cross infection
- P15 ensure the environment is clean, fresh and ready for future use
- P16 ensure your own cleanliness and hygiene whilst supporting the individual to use continence equipment and management techniques
- P17 support the individual to maintain their personal hygiene whilst managing their continence

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people

- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work

K40 when and how to pass on information

**Specific to this NOS**

- K41 the effect which personal beliefs and preferences may have on cleanliness and managing continence
- K42 how your own values in relation to hygiene and continence might differ from those of individuals and how to deal with this
- K43 key changes in the condition and circumstances of individuals which may occur when supporting individuals to manage continence
- K44 the factors that may contribute to difficulties with continence
- K45 the effects of diet and mobility on continence
- K46 the range of options available for the promotion of continence including continence equipment, exercises, lifestyle, environmental factors
- K47 why individuals should be provided with a means of calling for help when using toilet facilities or continence aids
- K48 the factors that will affect the level of assistance required, e.g. age, medical condition, personal beliefs and preferences etc
- K49 why it is important to maintain your own cleanliness and hygiene prior to, during and following any activities involved in managing continence of individuals

## Supporting 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.

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

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

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.

**Continence equipment and management techniques** may include pads; catheter and stoma care; toilet facilities; commodes; bedpan; urinal; pelvic exercises

The **individual** is the person you support or care for in your work

**Patterns of elimination:** frequency and regularity of bowel and bladder action; output of bodily waste

To **take appropriate action** may include reporting to your line manager; referring the individual to an appropriate person for a re-assessment of their needs.

## 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

## Unit 220

## Maintain the feet of individuals who have been assessed as requiring help with general foot care (SFHCHS150)

<b>SCQF Level:</b>	6
<b>SCQF Credit value:</b>	10
<b>Sector Skills Council:</b>	Skills for Health
<b>Aim:</b>	<p>This standard covers your role in contributing to the care and maintenance of the feet of individuals assessed by a Podiatrist as unable to maintain their own foot care. It includes undertaking those foot care activities which individuals would normally be able to do for themselves such as nail cutting and the application of dressings and medicaments. You will follow a prescribed care plan and will ensure that a record of the care given is made. You will need to be able to recognise when to refer the individual back to the podiatrist.</p> <p>Users of this standard will need to ensure that practice reflects up to date information and policies.</p>

### Performance criteria

#### You must be able to:

- P1 apply standard precautions for infection prevention and control and other relevant health and safety measures
- P2 inform the individual of the activities to be undertaken in a manner sensitive to their needs and at the appropriate level and pace
- P3 gain valid consent to carry out the planned care
- P4 encourage the individual to ask questions on how to improve their foot care and health and to provide full information on the general condition of their feet and any factors which have influenced their condition
- P5 prepare the individual's feet in a manner consistent with the care to be provided and identify any signs of deterioration, infection or abnormality
- P6 refer the individual to an appropriate Podiatrist, without delay, where the care required is beyond your scope of practice

- P7 use equipment appropriate for the individual, their condition, the treatment plan and the care being given
- P8 handle and operate instruments and equipment in a manner which reduces the likelihood of risk, discomfort and injury to individual and worker, and in accordance with health and safety guidelines
- P9 maintain nails in a manner which is consistent with individual's plan of care, condition and safety
- P10 apply medicaments and dressings according to the prescription of care appropriate to the individual's condition from those available to you
- P11 advise the individual on how to maintain their feet and what to do should they develop pain or discomfort
- P12 report any signs of infection or deterioration in the individual's condition to the professional without delay
- P13 dispose of waste materials in an appropriate manner and place in accordance with health and safety guidelines
- P14 make an accurate, complete and legible record of the care given

## Knowledge and understanding

You need to know and understand:

- K1 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 maintaining the feet of individuals who have been assessed as requiring help with general foot care
- K2 your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance
- K3 the duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer
- K4 the importance of taking particular safety precautions
- K5 the legislation and procedures for dealing with contamination by body fluids
- K6 the importance of applying standard precautions to the maintenance of  
foot health and the potential consequences of poor practice
- K7 the importance of maintaining foot health
- K8 the importance of noting and acting upon changes on foot conditions
- K9 the importance of passing questions and situations beyond your scope practice onto the podiatrist
- K10 the policies and guidance which clarify your scope of practice and the relationship between yourself and the practitioner in terms of delegation and supervision
- K11 the importance of monitoring the individual's condition throughout the treatment
- K12 the importance of informing individuals about the nature of the procedure and dressings used in their treatment

- K13 possible adverse reactions to medicaments and dressings and the treatment of such
- K14 changes in foot condition caused by dressings that require referring on to the podiatrist
- K15 changes in foot conditions that indicate treatment is no longer required
- K16 the importance of monitoring and reporting both social and health concerns, e.g. unsanitary living conditions
- K17 the purpose of the treatment plan and how to follow it
- K18 the structure of healthy skin and nail in order to recognise which is normal and abnormal
- K19 signs of infection
- K20 common medical and surgical conditions and how drug therapy can affect feet and foot care requirements
- K21 pharmacology relating to common treatments
- K22 the anatomy of the lower limbs and physiology of circulation related to maintaining foot health
- K23 the equipment and materials used to maintain the feet of individuals
- K24 different types of dressings and medicaments
- K25 how to recognise the signs and symptoms of foot and nail abnormalities and the consequences of inaction in reporting these
- K26 methods of maintaining and improving foot health
- K27 the use of autoclaves and alternative methods of instrument sterilization
- K28 methods of foot health promotion
- K29 what is meant by hazardous and non-hazardous waste and the appropriate methods of disposal for both
- K30 aseptic techniques and clean procedures for use with sterile dressings
- K31 the information that should be recorded and the importance of doing this as contemporaneously as possible
- K32 the legalities of record keeping

**Unit 220                      Maintain the feet of individuals  
who have been assessed as  
requiring help with general foot  
care (SFHCHS150)**

**Supporting information**

**Scope/range related to performance criteria**

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB7 Interventions and treatments

<b>SCQF Level:</b>	6
<b>SCQF Credit value:</b>	10
<b>Sector Skills Council:</b>	Skills for Care and Development
<b>Aim:</b>	<p>This standard is about assisting in the administration of medication either to an individual, or as part of a larger process where a “drug round” may be undertaken. You will always work with other staff within this context whose role is to lead the process and need to work within your own role and area of responsibility.</p> <p>This activity may be undertaken in a variety of settings, including hospitals, residential and nursing homes, hospices, including the individual's own home. The administration may include medication(s) from various drug categories such as:</p> <ol style="list-style-type: none"> <li>1. General Sales List</li> <li>2. Pharmacy only</li> <li>3. Prescription only medication</li> </ol> <p>Users of this standard will need to ensure that practice reflects up to date information and policies.</p>

### Performance criteria

#### You must be able to:

- P1 apply standard precautions for infection prevention and control any other relevant health and safety measures
- P2 check that all medication administration records or protocols are available, up to date and legible with the member of staff leading the process
- P3 report any discrepancies or omissions you might find to the person in control of the administration and to relevant staff as appropriate
- P4 read the medication administration record with the person leading the administration, checking and confirming the medication

- required, the dose and the route of administration against the record/protocol, and confirming the expiry date of the medication
- P5 refer confusing or incomplete instructions back to the relevant member of staff or the pharmacist
  - P6 check and confirm the identity of the individual who is to receive the medication with the person leading the activity and with the individual themselves, using a variety of methods, before the medication is administered
  - P7 contribute to administering the medication to the individual in the appropriate manner, using the correct technique and at the prescribed time according to the care plan
  - P8 assist the individual to be as self managing as possible and refer any problems or queries to the relevant staff or pharmacist
  - P9 seek help and advice from a relevant member of staff if the individual will not or cannot take the medication
  - P10 check and confirm that the individual actually takes the medication and does not pass medication to others
  - P11 contribute to completing the necessary records relating to the administration of medications legibly, accurately and completely
  - P12 return medication administration records to the agreed place for storage and maintain the confidentiality of information relating to the individual at all times
  - P13 ensure the security of medications throughout the process and ensure all medication is stored in the correct safe place when administration is complete
  - P14 check the stock level of medications and assist in the reordering if necessary and applicable

## Knowledge and understanding

### You need to know and understand:

- K1 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 assisting in the administration of medication
- K2 your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance
- K3 the duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer
- K4 the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- K5 the importance of applying standard precautions when assisting with the administration of medication and the potential consequences of poor practice
- K6 why medication should only be administered against the individual's medication administration record and consistent with the prescriber's advice

- K7 who is responsible within your work setting for checking and confirming that the details and instructions on the medication label are correct for the client and with the medication administration record sheet/protocol
- K8 the actions you should take if you disagree with the person leading the administration of medication
- K9 the instructions for the use of medication on patient information leaflets and manufacturers instructions
- K10 the different routes for the administration of medication
- K11 the information which needs to be on the label of a medication and its significance
- K12 the various aids, which can be used to help individuals take their medication
- K13 the importance of communication and different ways in which you can communicate
- K14 the importance of identifying the individual for whom the medications are prescribed
- K15 why it is vital that you confirm the medication against the prescription/protocol with the person leading the administration before administering it
- K16 the importance of correctly recording your activities as required
- K17 the importance of keeping accurate and up to date records
- K18 the importance of immediately reporting any issues, which are outside your own sphere of competence without delay to the relevant member of staff

## **Unit 221                      Assist in the administration of medication (SFHCHS2)**

### **Supporting information**

#### **External links**

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB5 Provision of care to meet health and wellbeing needs.

## Unit 222

## Support the rights and wellbeing of individuals when they undergo healthcare procedures (SCDHSCo222)

SCQF Level:	6
SCQF Credit value:	11
Sector Skills Council:	Skills for Care and Development
Aim:	This standard applies to social care workers and identifies the requirements when supporting individuals who undergo healthcare procedures. This includes promoting the rights of individuals when they undergo healthcare procedures, supporting them to prepare for the procedures, then providing support and assistance during and after the procedures. The procedures may be carried out in the individual's home or in a range of health and social care settings.

### Performance criteria

You must be able to:

#### Support the rights of individuals in relation to healthcare procedures

- P1 use the **individual's** preferred form of **communication** when supporting them during healthcare procedures
- P2 confirm that the individual's consent to the healthcare procedure has been established
- P3 ensure that details of the healthcare procedure and the individual's health condition are kept private while remaining accessible to the individual
- P4 ensure that you support the individual in ways that respect their privacy, dignity, wishes and beliefs and that support their **active participation**
- P5 contribute to resolving with the individual, **key people** and **others** any ethical issues that may arise in relation to the procedure
- P6 refer to appropriate people any issues or concerns that are beyond your remit and expertise

#### Support individuals to prepare for healthcare procedures

- P7 clarify your role and the roles of others in relation to the healthcare procedure and to support for the individual
- P8 ensure you understand all **information and documentation** relevant to the procedure and to the support for the individual
- P9 support the individual to understand the procedure that is about to take place
- P10 answer correctly any questions from the individual and key people at a level and pace appropriate to their preferences and needs, referring to appropriate people any questions that are beyond your remit and expertise
- P11 confirm the nature and level of support the individual requires to prepare for the procedure
- P12 wash your hands and take any other hygiene precautions required
- P13 support the individual to understand the reason for any protective clothing and equipment used
- P14 support the individual to fulfil any pre-procedural instructions, including any **physical preparation** they need to complete before the procedure
- P15 support the individual to remove and store safely any personal articles which need to be removed in preparation for the procedure
- P16 with the individual, report on the completion of pre-procedural instructions to the practitioner leading the procedure
- P17 take prompt **appropriate action** in accordance with work setting requirements to address any **problems** which occur while supporting the individual to prepare

#### **Support individuals during healthcare procedures**

- P18 agree the nature and level of support the individual requires during the procedure
- P19 support the individual to reach the position required for the procedure
- P20 assist the individual to stay as comfortable as possible while maintaining the required position
- P21 encourage the individual to manage their own comfort and well-being within the constraints of the procedure
- P22 support the active participation of the individual in undertaking any agreed parts of the procedure themselves
- P23 monitor the individual throughout the procedure
- P24 ensure that your own practice and the actions of the individual maintain hygiene and other necessary health and safety requirements during the procedure
- P25 take prompt action in response to any problems which occur during the procedure, in accordance with work setting requirements

#### **Support individuals after healthcare procedures**

- P26 support the individual to make themselves clean, comfortable and tidy once the procedure is complete
- P27 ensure the individual has privacy, appropriate facilities and support for the period of recovery

- P28 take prompt action in response to any problems which occur following the procedure, in accordance with work setting requirements
- P29 offer the individual and key people clear, concise and accurate information about what to expect after the procedure, where this is within your role and remit
- P30 answer correctly any questions that are within your area of responsibility, at a level and pace appropriate to the individual and key people
- P31 refer to appropriate people any questions, issues or concerns that are beyond your remit and expertise
- P32 complete records on the individual's wellbeing, the progress of the procedure and your own actions, in accordance with legal and work setting requirements

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context

- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means

- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

#### **Specific to this NOS**

- K41 the importance of checking all relevant information and documentation before beginning to support the individual
- K42 the anatomy of the areas of the body affected by the healthcare procedure being undertaken
- K43 materials, equipment and procedures needed to prepare for the healthcare procedure and to support the individual during and following the healthcare procedure
- K44 specific protection/precautionary measures appropriate to the procedure being carried out and how they should be applied
- K45 why questions that are beyond your role or knowledge need to be passed onto the appropriate member of the care team
- K46 the importance of preparing materials and equipment before you begin the activity
- K47 the types of support and assistance individuals may require before, during and following the healthcare procedure
- K48 the types of concerns and worries that individuals may have in relation to healthcare procedures and appropriate ways of responding to these within your role and remit
- K49 ways of offering verbal and non-verbal support and reassurance to the individual and the importance of doing so
- K50 why it is important to keep the individual informed about the healthcare procedure and specific actions associated with it
- K51 why it is important to check that prescribed pre-treatment instructions have been fulfilled
- K52 why it is important to adjust and/or remove clothing in preparation for certain healthcare procedures
- K53 why it is important to monitor the individual's well-being during and following the healthcare procedure
- K54 types of pain, discomfort or anxiety which individuals may experience following different procedures and the reasons for these
- K55 the importance of and reasons for post-procedural instructions
- K56 signs and symptoms of adverse reactions or contra-indications to the healthcare procedure
- K57 signs and symptoms that indicate the involvement of other team members is required
- K58 how individuals need to position themselves for specific healthcare procedures and the importance of ensuring the position is achieved and maintained, including the use of aids where necessary
- K59 safe moving and positioning techniques as appropriate to the individual and the procedure, and safe handling techniques for any materials and equipment used
- K60 national and local guidance on falls prevention and factors that impact on falls
- K61 the problems which may occur before, during and after the healthcare procedure and the appropriate action to take in

- response, including methods for identifying and responding to common types of adverse reactions to the procedure
- K62 the circumstances in which a period of post-procedural recovery and/or refreshment is necessary and the factors which should be monitored during this period

## Unit 222                      Support the rights and wellbeing of individuals when they undergo healthcare procedures (SCDHSCo222)

### Supporting 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.

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

**Appropriate action** may include notifying your supervisor or the health practitioner; seeking help; stopping the preparation; stopping the activity; commencing first aid in line with relevant local policies and procedures; using the emergency alarm system

**Communication** 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

The **individual** is the person you support or care for in your work

**Information and documentation** will include the individual's care or support plan and may relate to the frequency, type and duration of procedures; follow-up procedures or post procedural recovery; other advice relevant to the medical procedure and/or the individual

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Physical preparation** may include actions such as emptying the bladder, holding a particular position or preparing a specific part of the body  
**Problems** may include an unexpected change in the individual's wellbeing; any signs that may indicate an adverse reaction or contra-indication to the procedure being undertaken; identification of a hazard within the environment; where the individual is unable or unwilling to fulfil post procedural requirements.

### **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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

## Unit 223

## Contribute to moving and positioning individuals (SCDHSC0223)

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to moving individuals or assisting them to position themselves. This includes preparing the individual, yourself and the environment beforehand, assisting with the process itself and supporting the individual's comfort, safety and dignity throughout.

### Performance criteria

You must be able to:

#### Prepare to contribute to the moving and positioning of individuals

- P1 make yourself ready by washing your hands and ensuring that your clothing and footwear are safe for moving or positioning an **individual**
- P2 check the individual's **care or support plan** and moving and positioning **risk** assessments before beginning the activity
- P3 support the individual to **communicate** the level of support they require for the move
- P4 ensure that the individual understands the reason for being moved or positioned in a particular way
- P5 assess any immediate risks to the individual
- P6 seek advice from appropriate people before moving or positioning the individual, where you think there is a risk that you cannot deal with
- P7 communicate with the individual to agree how best they can co-operate in the procedure
- P8 seek support from appropriate people where the individual's preferences conflict with safe practice
- P9 prepare the immediate environment for the proposed move in agreement with all concerned, removing any potential **hazards**
- P10 select agreed **moving and positioning equipment**
- P11 ensure the agreed moving and positioning equipment is safe and clean

- P12 seek appropriate assistance to enable you to move and position the individual safely

### **Assist individuals to move from one position to another**

- P13 encourage the individual's **active participation** in the moving process
- P14 change the individual's position in ways that minimise pain, discomfort and friction and maximise their independence, self respect and dignity
- P15 take account of the individual's preferences and needs and their advice on the most appropriate methods and equipment when assisting them to move
- P16 use moving and positioning methods appropriate to the individual's condition, your personal limits and the equipment available
- P17 where you are moving and changing the individual's position with someone else's help, co-ordinate your own actions with theirs
- P18 observe the individual while you are assisting them, to identify any changes that occur
- P19 report immediately any significant changes in the individual's condition, following legal and work setting requirements
- P20 return furniture and fittings to their correct location when the activity is complete
- P21 ensure moving and positioning equipment is clean, safe, returned to its designated location and ready for future use
- P22 wash your hands and dispose safely of any protective items used
- P23 record details of methods for moving and positioning that the individual prefers or finds acceptable, in line with legal and work setting requirements

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard

- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 the effect which personal beliefs and preferences may have on individuals' preferences for moving and positioning
- K42 why individuals' preferences on the way they are moved and positioned should be taken into account
- K43 issues to consider when working intimately with individuals
- K44 how to access up to date copies of risk assessments relating to moving and positioning each individual
- K45 key changes in the conditions of individuals and actions to take in these circumstances
- K46 different types of equipment and machinery which are available for moving and positioning
- K47 factors that need to be taken account of when using moving and positioning equipment and machinery
- K48 why it is important to prepare the environment for moving and positioning prior to starting the activity
- K49 why it is important to use safe moving techniques, adhere to risk assessments and other information about moving and positioning specific individuals
- K50 potential risks to individuals, those assisting in the moving and positioning, others within the environment and the environment itself if moving and positioning is not carried out correctly, including procedures prior to, during and after you assist individuals to move
- K51 sources of further help for moving and positioning individuals in different health, social or care settings
- K52 why individuals are moved to different positions
- K53 how to co-ordinate action when moving and positioning as part of a team

- K54 why individuals should not be dragged and the relation between this and the prevention of pressure sores
- K55 national and local guidance on falls prevention and factors that impact on falls
- K56 why the environment should be restored after the change of position
- K57 why it is important to maintain your own cleanliness and hygiene prior to, during and following moving and positioning individuals

**Supporting 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.

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

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

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

A **hazard** is something with potential to cause harm

The **individual** is the person you support or care for in your work

**Moving and positioning equipment** may include hoists, slides, slide sheets, slings, pillows

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you monitor the health and well-being of individuals with specific health conditions. This includes observing the condition of individuals over time, completing records and reports on changes observed and adjusting monitoring and reporting processes to take account of changes.

### Performance criteria

You must be able to:

#### Monitor individuals' conditions through observation

- P1 examine relevant records about the **individual's** condition to ensure that you understand how this may affect their physical and emotional state and their behaviour
- P2 check with appropriate people, records and documents what observations you are required to make to monitor the individual's condition and well-being
- P3 support the individual to understand the reasons for and importance of particular monitoring processes
- P4 follow monitoring and **observation procedures** as required by the work setting and the individual's **care or support plan**
- P5 ensure that you observe and monitor the individual in a way that avoids causing them concern
- P6 observe the individual's condition to identify whether their condition is as identified within the care or support plan
- P7 use your observations to identify any serious, sudden or unexpected changes in the individual's condition

#### Complete records and reports on changes in the condition of individuals

- P8 identify requirements for recording and reporting on changes in the individual's condition and well-being
- P9 follow precisely any instructions for recording the individual's condition that deviate from normal procedures

- P10 clarify with the appropriate people any issues with or changes in recording requirements that you are not sure about
- P11 record changes ensuring that all required details are completed accurately, according to work setting requirements and specific requirements within the individual's care or support plan
- P12 report immediately and to the appropriate people any changes that raise concerns about the individual's health and well-being

### **Adjust monitoring processes to address individuals' changing conditions**

- P13 discuss the outcomes from observations, monitoring and recording with appropriate people
- P14 work with appropriate people to identify any changes in the care and support of the individual that might be required in the light of observations
- P15 work with appropriate people to identify how monitoring processes may need to be adjusted to take account of changes in the individual's condition, care and support
- P16 take careful note of any instructions you are given for adjustments in observing, monitoring and reporting to address the individual's changing needs and condition
- P17 clarify and check your understanding of the instructions you have been given
- P18 follow the instructions you have been given precisely
- P19 report on processes and outcomes from changes made within confidentiality agreements, according to legal and work setting requirements and as required by any specific instructions given

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work

- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the factors that may affect the health, wellbeing and development of individuals you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

#### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

#### **Specific to this NOS**

- K41 the reasons for observing, monitoring and recording the conditions of individuals and the possible consequences for the individual, yourself and others if you do not carry out these activities according to instructions
- K42 different methods of observing and monitoring individuals and recording the results
- K43 why individuals with particular conditions need to be observed and their observations recorded at specific time and in particular ways
- K44 actions to take and who to contact if there are key changes in the conditions of individuals
- K45 the type of changes in individuals that would give rise for concern
- K46 how to respond to the preferences of individuals if they are in conflict with the activities for which you are responsible

## Unit 224                      Monitor the condition of individuals (SCDHSCo224)

### Supporting 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.

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.

**A care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

The **individual** is the person you support or care for in your work

**Observation procedures** will include the timing and type of observations to be carried out

To **report** may include making verbal reports or completing written records and must follow work setting requirements.

#### 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

## Unit 225

## Support Individuals to carry out their own healthcare and monitoring procedures (SCDHSCo225)

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirement when you support individuals to carry out their own healthcare procedures. This includes supporting them to undertake treatments and apply dressings and also to take, interpret and record measurements for monitoring their own health.

### Performance criteria

You must be able to:

#### Support individuals to prepare to carry out their own healthcare and health monitoring procedures

- P1 support the **individual** to identify the assistance they require to carry out healthcare and health monitoring procedures
- P2 encourage the individual to recognise their own abilities and skills when identifying the assistance they require, to promote their active participation in healthcare activities
- P3 ensure the individual and key people have accurate and accessible information about the procedures they will use and how materials and equipment should be stored and disposed of
- P4 support the individual and key people to understand **telecare** arrangements relating to the procedures, where these apply
- P5 support the individual and key people to understand the importance of hygiene precautions when carrying out procedures
- P6 encourage the individual to identify a suitable place for carrying out procedures, taking account of privacy and safety

#### Support individuals to carry out their own healthcare procedures for treatments and dressings

- P7 support the individual to obtain sufficient supplies for **treatments** and **dressings**
- P8 encourage the individual to store materials and equipment appropriately and safely

- P9 encourage the individual to wash their hands before and after the procedure
- P10 support the individual to prepare the equipment and the environment before carrying out healthcare procedures
- P11 support the individual to understand the importance of carrying out the healthcare activities at the appropriate times and using the correct techniques and equipment
- P12 support the individual to pass on required information about the procedure using telecare arrangements, where these are used
- P13 observe the individual to identify changes that may relate to the procedure
- P14 take appropriate action promptly where observed changes indicate that the healthcare activity may be causing adverse reactions, may no longer be needed or may need changing
- P15 complete records and reports on activities and outcomes within confidentiality agreements and according to legal and work setting requirements

**Support individuals to monitor their own health by obtaining specimens and taking physical measurements**

- P16 support the individual to prepare the equipment and the environment before taking **physical measurements** and obtaining **specimens**
- P17 encourage the individual to wash their hands before and after the activity
- P18 encourage the individual to obtain specimens and take measurements accurately, at the appropriate times and using the correct techniques and equipment
- P19 check the timing and interpretation of the measurements made
- P20 take appropriate action where measurements appear to be incorrect
- P21 support the individual and key people to understand how to interpret the measurements correctly
- P22 support the individual to record measurements accurately
- P23 support the individual to store the records safely, passing on results using telecare arrangements where these are used
- P24 assist the individual to monitor their own condition over time, encouraging them to seek advice and support when changes occur
- P25 take appropriate action promptly where you observe changes in the individual
- P26 record activities and outcomes within confidentiality agreements and according to legal and work setting requirements

**Support individuals to manage materials and equipment safely after carrying out healthcare and monitoring procedures**

- P27 support the individual and key people to understand the importance of following instructions for the safe disposal of materials
- P28 support the individual to dispose of waste hazardous and non-hazardous materials safely and hygienically

- P29 encourage the individual to return materials and equipment to safe storage after the procedure

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 ways of ensuring the individual has sufficient supplies and the effects which may arise if this is not done
- K42 why and how to explore changes in the individual's condition and in their measurements, possible reasons for such changes and the appropriate actions to take when changes occur
- K43 actions to take for any key changes in the health and medical condition of the individuals with whom you work

- K44 the variety of conditions for which the measurements may be undertaken and the equipment, measurement and materials related to these
- K45 the different ways in which specimens and physical measurements are taken
- K46 how treatments are carried out and how to apply dressings safely
- K47 how to dispose of hazardous and non hazardous waste safely and ways of encouraging individuals to dispose of hazardous and non hazardous waste safely
- K48 ways to support and help individuals to take, test and interpret the results of specimens correctly; and to take and interpret the results of physical measurement correctly
- K49 the role of assistive technologies in monitoring individuals' health and wellbeing, including those linked with telecare, telehealth and telehealthcare arrangements
- K50 why it is necessary to keep full, accurate and complete records and how the individual should be encouraged to do so

## Unit 225                      Support Individuals to carry out their own healthcare and monitoring procedures (SCDHSCo225)

### Supporting 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.

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

**Dressings** may include bandages, sterile dressings, other applications and covers to dress wounds, abrasions and other types of condition

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Physical measurements** may include blood pressure; blood sugar levels; temperature; peak flow

**Specimens** may include blood; urine; other bodily fluids that need testing

**Telecare** arrangements are those where assistive technology is linked with a remote central control system to promote independent living through on-going monitoring of, and responses to changes in, individuals' wellbeing; arrangements may include telecare, telehealth or telehealthcare

**Treatments** are actions and activities that need to be undertaken to promote an individual's health.

#### 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when you support individuals who are distressed. This involves identifying aspects of individuals' lives that may cause them distress and working with them and others to reduce their distress as far as possible. It also includes supporting individuals during specific periods of stress and distress.

### Performance criteria

You must be able to:

#### Identify aspects of individuals' lives that may cause distress

- P1 acquire information, advice and support to prepare you to work with an **individual** who is distressed
- P2 support the individual to **communicate** their thoughts and feelings about aspects of their lives that cause frustration, **stress and distress**, including those aspects that are temporary and those that are continuous
- P3 support the individual to identify how they usually deal with aspects of their lives that cause distress and how far these are effective
- P4 work with the individual in ways that are sensitive to their needs and the subject matter and that acknowledge their experiences, values, abilities, culture and beliefs
- P5 support the individual if they become distressed and frustrated when communicating about their life
- P6 treat information within confidentiality agreements and according to legal and work setting requirements

#### Work with individuals and others to alleviate their distress

- P7 work with the individual and **others** to examine areas of the individual's life where they and **key people** could make changes to minimise and prevent distress
- P8 work with the individual and others to alleviate and remove these areas

- P9 support the individual to plan how to deal with their distress in areas where distress is expected
- P10 work with the individual in ways that take account of their dignity, culture and beliefs
- P11 where the individual and your knowledge of their needs and circumstances indicate that they may harm themselves, work with them, key people and others to prevent this
- P12 work in partnership with others when additional support is required to help alleviate distress
- P13 complete records and reports about the individual's distress and how it is being addressed, in accordance with legal and work setting requirements

### **Support individuals through periods of stress and distress**

- P14 seek advice to help the individual and key people through troubled, stressful and distressed times
- P15 support the individual to communicate their thoughts and feelings about their troubles and to understand that being distressed about aspects of life is not unusual
- P16 support the individual to access information, support systems and other resources that may help them through troubled, stressful and distressed times
- P17 when the individual is troubled, stressed and distressed, support them in ways that respect their privacy, dignity, culture and beliefs
- P18 offer appropriate support where other people are disturbed by the individual's expression of stress and distress
- P19 where the individual's behaviour causes concern for their wellbeing or that of others, take immediate and appropriate action
- P20 seek support and advice to deal with your own thoughts and feelings about the situation and the interactions involved
- P21 complete records and reports on events, procedures and outcomes in accordance with legal and work setting requirements

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security

- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K34 common causes of stress and distress
- K35 how stress and distress can affect individuals when undertaking new activities and developing new ways of coping with changes in their lives, needs, conditions and circumstances
- K36 signs and symptoms associated with levels of stress, distress and frustration that indicate specialist intervention generally and specifically for the individuals with whom you are working
- K37 how stress and distress can affect the way individuals communicate
- K38 the impact of stress and distress on key people and others within the care environment in which you work
- K39 methods of supporting individuals to share with you the aspects of their lives that are troubling them and causing them stress and distress
- K40 methods of supporting individuals to use their strengths, their own potential and that in their network to manage stress and distress constructively

## Supporting 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.

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.

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

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Stress and distress** could be caused by loss of all types; bereavement; coping with changing conditions; personal crises; having to re-learn existing skills; having to develop new skills and coping strategies.

**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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

## Unit 227

## Contribute to working in partnership with carers (SCDHSCo227)

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies requirements when you contribute to working in partnership with carers. As well as contributing to working in partnership with carers to support individuals, this includes working together to identify carers' own support needs and supporting them to access resources, services and facilities to address these. It also includes contributing to the review of arrangements to address carers' own needs and preferences.

### Performance criteria

You must be able to:

#### Contribute to working in partnership with carers to support individuals

- P1 develop a relationship with the carer that respects their culture, their expertise and their role as a partner with you in supporting the **individual**
- P2 ensure that you **communicate** effectively with the carer
- P3 work with **others** to identify **information** that will be relevant and useful for the carer as they support the individual
- P4 ensure that you understand the information yourself
- P5 support the carer to understand and use the information, using their preferred language and communication methods
- P6 clarify your own role and that of the carer, **key people** and others in supporting the individual
- P7 carry out your agreed role in ways that demonstrate your dependability and your commitment to working with the carer, key people and others as partners

#### Contribute to working in partnership with carers to plan support for their own needs and preferences

- P8 work with others to gather information about **resources, services and facilities** that are available to meet the carer's own support needs

- P9 contribute to identifying what support the individual will require to make it possible for the carer to access their own support
- P10 contribute to identifying any **risks** associated with the carer accessing their own support
- P11 contribute to planning how the carer will access the resources, services, and facilities they have selected for their own support
- P12 access additional help where the needs of the carer are outside your scope of responsibility and expertise

**Contribute to working in partnership with carers to access resources, service and facilities**

- P13 contribute to supporting the carer to access the resources, services, and facilities they have selected
- P14 contribute to enabling the individual to access the support they require in order for the carer to access their own support
- P15 in agreement with the carer, provide feedback on any difficulties the carer is having in using the agreed resources, services, and facilities
- P16 in agreement with the carer, provide feedback on any changes in their lives and well-being
- P17 in agreement with the carer, provide feedback on any apparent risks that have emerged and need to be managed
- P18 follow work setting procedures when you and the carer find any aspect of the agreed resources, services, and facilities discriminatory

**Contribute to the review of services and facilities for carers**

- P19 agree with the carer and others your role in reviewing arrangements for the carer's own support and the criteria to be used in the review
- P20 explore with the carer what has been helpful and what has been unhelpful in the resources, services, and facilities they have used
- P21 provide feedback on the resources, services, and facilities and their effect on the carer and the individual whom they support
- P22 contribute to identifying any changes needed in the resources, services, and facilities and how to make these changes happen
- P23 work with the carer and others to implement agreed changes
- P24 seek additional help where the changes are outside your scope of responsibility and expertise

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation

- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 how to deal with differences in your own values and those of carers
- K42 how to promote the carer's rights, choices and well-being
- K43 how to deal with conflicts which might arise between individuals' and carers' choices and needs
- K44 actions to take when there are any key changes in the conditions and circumstances of carers and the individuals they are caring for
- K45 types of possible abuse by carers of individuals, and carers by individuals
- K46 the role and contribution of carers in promoting the health, social, emotional, educational, leisure and recreational needs of individuals
- K47 how to access information about resources, services, facilities and support groups to support the health and well-being of carers
- K48 how to work with carers to access selected resources, services, facilities and support groups
- K49 how the support available to carers and the length of time they have been providing care can impact on their health and well-being
- K50 methods of working that are effective in forming, maintaining, changing and ending relationships with carers

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- K51 methods of working with carers to support them to cope with the conditions that they are likely to face
- K52 methods of working with carers to understand the importance of meeting their own health, social and emotional needs

## Unit 227                      Contribute to working in partnership with carers (SCDHSCo227)

### Supporting 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.

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.

**Carers** are those who provide unpaid support and could include family members, partners, neighbours or friends

To **communicate** may include using the 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

**Information** may be provided orally; paper based; electronically

The **individual** is the person requiring support from the carer to meet their health or social care needs

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Needs** may include those that are physical; emotional; mental; short term; medium term; long term

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Resources, services and facilities** may include financial or physical resources, including materials and equipment, or human resources to make changes to the environment; services provided to the carer at home or elsewhere; therapeutic services; services that enable the carer to meet their social, leisure or employment needs; transport; support groups relating to the specific needs of the carer or the individual

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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to effective group care, making this a positive experience where individuals feel valued and safe. The standard includes contributing to group care that supports the physical, social and emotional needs of the group and its members, contributing to the implementation of group care programmes and activities, and contributing to the assessment of group care.

### Performance criteria

You must be able to:

#### Contribute to group care that helps to meet the needs of group members

- P1 clarify roles and responsibilities in supporting **effective group care**, including the extent of your own role
- P2 support each **individual** and the group as a whole to develop a culture that supports group members and helps to meet their needs
- P3 support group members to recognise the worth of working together as a group to achieve a purpose
- P4 carry out your role to help group members make use of opportunities to support members' needs
- P5 work with the group to help them recognise and praise individual contributions that have been helpful to the group
- P6 support group members to identify how they can enable new members to feel part of the group
- P7 support the group to resolve conflicts in ways that promote the wellbeing of the group members involved
- P8 take action to moderate any adverse effects on individuals that arise within the group
- P9 carry out your role in ensuring the safety of group members
- P10 support the group to identify how they will work with other groups

### **Contribute to group care programmes and activities**

- P11 with support from **others**, identify how group processes and dynamics can help to foster interpersonal skills while promoting individual growth, development and independence
- P12 work with group members and others to identify how you can contribute to group processes and dynamics
- P13 work with others to identify techniques and methods for group programmes to promote individual growth, development and independence
- P14 support individuals to identify their own preferences and needs regarding group programmes
- P15 support individuals to identify how they would like to see group programmes being run
- P16 support individuals to identify specific activities they would like the group to undertake
- P17 work with individuals to help them understand the benefits of group programmes for their personal growth, development and independence
- P18 carry out your role in supporting individuals to participate in group programmes and activities
- P19 support the group to address any adverse effects on an individual where group participation has given rise to discrimination and exclusion
- P20 discuss with individuals and others the effects of group programmes on the group as a whole and the individuals within it

### **Contribute to the assessment of group care**

- P21 work with others to identify roles and responsibilities within the assessment of group care practice, including your own contribution
- P22 work with others to identify how group members and key people will be involved in the assessment of group care practice
- P23 work in ways that promote the active participation of individuals and key people in the assessment
- P24 ensure that individuals who wish to contribute anonymously are able to do so
- P25 carry out your role in supporting the evaluation of processes, effects and outcomes of group care experiences
- P26 work with group members and others to identify aspects of group care practice that are beneficial to group members and aspects that could be improved
- P27 work with group members and others to agree any changes required to group care practice
- P28 work with group members and others to agree how any changes could be implemented for the benefit of all within the group care setting
- P29 complete records and reports on the assessment of group care practice in accordance with legal and work setting requirements

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 conflicts which can arise between individuals' choices within groups and how to deal with these situations
- K42 principles that underpin group care activities, methods and dynamics
- K43 how to support groups and the individuals within groups
- K44 how to encourage individuals to participate in group activities

- K45 types of group care activities that are appropriate to the groups with whom you work
- K46 how to develop group care activities that are inclusive and support individuals within group care settings
- K47 procedures and practices for inclusion of all group members and group care practice
- K48 factors to consider when evaluating group care practice
- K49 the impact that both positive and negative group living/group care experiences have on individuals, group behaviour and cohesiveness
- K50 how to enable group members to deal with conflicts within groups

## Unit 228                      Contribute to effective group care (SCDHSCo228)

### Supporting 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.

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 support 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

**Effective group care** means care and support that takes place in a group setting to achieve positive outcomes for individual members; this may include recreational and leisure activities, outings and visits, social activities

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship. Needs will take account of physical, social and emotional needs in the short, medium and long term

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

#### 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies requirements for maintaining safety and security when you access the homes of individuals you are supporting. This includes confirming your understanding of procedures and arrangements for access and applying these when you visit. It also includes taking appropriate action when you cannot access an individual's home and when you encounter an emergency on arrival. The standard also covers reviewing procedures and arrangements for accessing and securing the individual's home.

## Performance criteria

You must be able to:

### Confirm your understanding of arrangements for accessing individuals' homes

- P1 check the **procedures** for accessing the **individual's** home and dealing with emergencies and unforeseen circumstances
- P2 ensure you understand the individual's preferences and needs about how you access their home
- P3 find out any special arrangements or features of which you need to be aware when accessing the individual's home

### Follow procedures to access and secure individuals' homes

- P4 inform the individual and **key people** about your visit
- P5 ensure your identification badge is up to date and clearly visible
- P6 follow procedures, preferences and any special arrangements for gaining access to the individual's home
- P7 identify yourself appropriately and accurately when you arrive, in accordance with work setting requirements
- P8 where keys are lost or stolen, take action in accordance with legal and work setting procedures

- P9 where you identify any risks to yourself, the individual or other people, or to the individual's home, take action in accordance with legal and work setting procedures
- P10 ensure the individual's home is secure when you leave the premises

#### **Take appropriate action when you cannot access individuals' homes**

- P11 when you cannot access the individual's home, follow work setting procedures to find out if the individual is likely to be out or unaware of your visit
- P12 examine other possible reasons for not being able to access the individual's home
- P13 follow work setting procedures and any arrangements agreed with the individual and key people to address situations where you cannot gain access
- P14 make further efforts to access the individual's home
- P15 contact your manager promptly if you still cannot gain access
- P16 explain the actions you have taken to try to gain access
- P17 agree with your manager what further actions are to be taken
- P18 complete records and reports on incidents and actions taken when you cannot access the individual's home, in accordance with legal and work setting requirements

#### **Address emergencies encountered after gaining access to the individual's home**

- P19 where you are faced with an **emergency** on entering the individual's home, take action in accordance with legal and work setting procedures
- P20 complete records and reports on actions taken when you are faced with an emergency, in accordance with legal and work setting requirements

#### **Review procedures for accessing and securing the individual's home**

- P21 provide feedback on access and security difficulties to the appropriate people
- P22 support the individual and key people to understand any difficulties you are having in accessing or ensuring the security of the individual's home
- P23 work with the individual, key people and others to identify any risks associated with being unable to access or secure the individual's home
- P24 discuss with the individual, key people and others how access and security difficulties could be overcome
- P25 report to your manager any actions that have been agreed to resolve access and security difficulties
- P26 review with your manager, the individual, key people and others the changes needed to enable you to access and secure the individual's home
- P27 carry out agreed changes for accessing and securing the individual's home

- P28 complete records and reports on agreed changes for accessing and securing the individual's home, in accordance with legal and work setting requirements

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 how and where to access information about accessing and securing individuals' homes
- K42 access procedures for the homes of specific individuals and the reasons for these
- K43 why it is important to follow procedures for accessing and securing individuals homes and the possible consequences of not doing this

- K44 why it is important to wear an up to date identification badge that is visible
- K45 why it is important to inform individuals and key people when you will be visiting
- K46 actions to take when you are unable to access and secure individuals homes or when keys are lost or stolen
- K47 actions to take when you find any key changes in the condition and circumstances of individuals on accessing their home
- K48 reasons why you might not be able to access individuals' homes
- K49 emergencies that may face you when accessing individuals' homes
- K50 how to contribute to reviewing access and security procedures and arrangements with individuals, key people and others

## Unit 229                      Maintain safety and security when accessing individuals' homes (SCDHSCo229)

### Supporting 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.

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.

An **emergency** may include any situation of immediate or threatening danger to individuals and others

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Procedures** are formally agreed and binding ways of working that apply in many settings. Where formal procedures do not exist, the term includes other agreed ways of working.

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 statement 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

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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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

## Unit 230

## Manage environments and resources for healthcare procedures in social care settings (SCDHSCo230)

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard is for social care workers and identifies the requirements when managing the environment and resources for healthcare procedures within social care settings. This includes preparing environments and resources beforehand, then managing the environment and resources during the procedures themselves. It also covers actions to take once procedures are complete.

### Performance criteria

You must be able to:

#### Work with individuals to prepare the environment and resources for healthcare procedures

- P1 clarify your role in managing the environment and resources for specific **healthcare procedures**
- P2 work in ways that support the **active participation** of the **individual** in preparing for healthcare procedures
- P3 support the individual to understand the reasons for the preparations being made
- P4 gather together all necessary **resources** in advance of the procedure
- P5 check that all resources are in a suitable and safe condition for the procedure to be carried out
- P6 dispose of any damaged or out of date items in accordance with legal and work setting requirements
- P7 handle resources safely and **correctly**
- P8 prepare resources at the appropriate time and in a manner that meets the preferences and needs of the individual and the requirements of the procedure
- P9 position equipment correctly for the requirements of the procedure and to reduce risks

- P10 confirm that forms required for record keeping are available for immediate use
- P11 wash your hands and take any other hygiene precautions required
- P12 support the individual to understand the reason for any protective clothing and equipment used
- P13 make sure that **conditions** within the immediate environment are appropriate to maintain the individual's comfort throughout the procedure
- P14 confirm with the individual that the preparations being made take account of their preferences and needs as well as the requirements of the procedure
- P15 investigate any problems with the environment and resources
- P16 where there are problems which you cannot solve, report these in accordance with work setting requirements

#### **Manage the environment and resources during healthcare procedures**

- P17 work in ways that promote active participation when managing the environment and resources during the healthcare procedure
- P18 operate equipment correctly for the procedure
- P19 monitor environmental conditions and the individual's comfort throughout the procedure
- P20 make any adjustments required to maintain the individual's comfort and the requirements of the procedure
- P21 monitor the operation of equipment at regular intervals
- P22 where faults or breakdowns occur in equipment during use, take appropriate action to remedy or minimise damage to resources and ensure the safety of the individual
- P23 monitor consumable materials used in the procedure correctly and safely

#### **Manage the environment and resources after healthcare procedures**

- P24 ensure that your management of the environment and resources after healthcare procedures cause minimum disturbance to the privacy and comfort of the individual
- P25 clean fixed items effectively after use with the appropriate materials
- P26 replenish consumable materials in accordance with work setting procedures
- P27 return unopened, unused and surplus resources to the correct location for storage
- P28 clean re-useable items effectively after use to make them safe prior to sterilisation
- P29 dispose of **waste** and by-products in a safe manner using the correct, designated waste routes
- P30 deal promptly, safely and effectively with any problems that are within your scope of practice
- P31 where there are problems which you cannot solve, report these in accordance with work setting requirements

- P32 complete records of your activities in accordance with legal and work setting requirements

## Knowledge and understanding

You need to know and understand:

### Rights

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work

- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 the nature of the healthcare procedure to be undertaken, the equipment and materials that relate to it and the environmental conditions and resources which it requires

- K42 the importance of selecting and preparing resources according to the individual's care or support plan
- K43 how the correct level of cleanliness may be achieved and maintained for the healthcare procedure, the individual and the setting
- K44 resources required for the procedure including any personal protective clothing needed for yourself and/or the individual
- K45 the nature and function of equipment used and how to check whether or not it is functioning correctly
- K46 the importance of preparing and setting out essential resources safely, efficiently and before the procedure begins
- K47 types of essential resources which are sensitive to environmental changes and how this affects their storage and use
- K48 how to set up and prepare equipment including any adjustments which are specific to an individual's preferences and needs
- K49 the importance of ensuring consumables of the correct quality and quantity are available throughout the procedure
- K50 the environmental conditions appropriate for the type of healthcare procedure to be undertaken and how to adjust them in order to maintain the individual's comfort
- K51 the importance of handling resources safely and correctly and how to do so
- K52 methods for ensuring all resources to be used during the healthcare procedure are in a suitable and safe condition and the extent of the your responsibility for this
- K53 the different types of waste and by-products generated by the activity and the appropriate methods of handling and disposal for each
- K54 what procedures you are permitted to undertake when problems arise with equipment or resources and when you must refer the problem to others
- K55 the relevant person to whom you should refer problems with the environment and resources
- K56 correct procedures for reporting problems or faults with resources
- K57 possible sources of infection during medical procedures
- K58 methods for safely handling instruments, equipment and materials
- K59 methods to replenish, maintain, store and clean equipment and why it is important to regularly replenish and replace supplies
- K60 the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

## Unit 230                      Manage environments and resources for healthcare procedures in social care settings (SCDHSCo230)

### Supporting 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.

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

**Conditions** may include temperature; humidity; ventilation; general and directional light levels; noise; privacy

**Correctly** handling resources or operating equipment includes doing so in a manner consistent with infection control techniques and in ways that follow work setting procedures and manufacturer's specific instructions

The **individual** is the person you support or care for in your work

**Medical procedures** may be routine or specialist

**Resources** may include fixed items of equipment; portable items of equipment; consumables; disposable items (e.g. gowns); sterile packs; individual positioning aids; notes

**Waste** may include general waste; clinical waste; sharps.

#### 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

<b>SCQF Level:</b>	6
<b>SCQF Credit value:</b>	10
<b>Sector Skills Council:</b>	Skills for Justice
<b>Aim:</b>	<p>This unit is about calming a potentially dangerous situation by minimising actions or words that may trigger violent behaviour and showing respect for people, their property and rights. It is about responding to a situation by trying to defuse it and, when appropriate, leaving a threatening situation safely. It is also about reviewing the incident for recording and monitoring purposes.</p> <p>In this unit, 'violence' is manifested as incidents where persons are abused, threatened or assaulted in circumstances relating to their work, involving an explicit or implicit challenge to their safety, well-being or health.</p> <p>This includes: verbal abuse or threat, threatening behaviour, any assault (and any apprehension of unlawful violence), and serious or persistent harassment, for any reason, and extends from what may seem to be minor incidents to serious assault and murder, and threats against the worker and/or their family.</p> <p>There are two elements:</p> <ol style="list-style-type: none"> <li>7. Help to de-escalate a potentially violent situation</li> <li>8. Review the incident for recording and monitoring purposes</li> </ol> <p>The unit is for people who find themselves in a situation at work where they need to protect themselves from the risk of violence. It is likely to be applicable to many people who work in the justice sector.</p>

## Performance criteria

You must be able to:

### Help to de-escalate a potentially violent situation

- P1 maintain a calm, reassuring and professional attitude towards those presenting unacceptable behaviour
- P2 maintain a safe distance to avoid physical contact if possible
- P3 communicate with those presenting unacceptable behaviour in a way that:
  - P3.1 shows respect for them, their property and their rights
  - P3.2 is free from discrimination and oppressive behaviour
- P4 keep the situation under review and act appropriately to ensure the immediate safety of
  - P4.1 yourself
  - P4.2 other people in the vicinity
  - P4.3 the individual
- P5 take constructive action to defuse the situation which
  - P5.1 will not make the situation worse
  - P5.2 is consistent with your organisation's policy and procedures and your legal responsibilities
- P6 request assistance promptly when you are unable to calm the situation down and it is appropriate and feasible to do so
- P7 look for opportunities to end contact with the individual and leave the situation if the risk of violence looks set to escalate
- P8 explain clearly to the people involved, if it is appropriate:
  - P8.1 what you will do
  - P8.2 what they should do and
  - P8.3 the likely consequences if the situation continues
- P9 leave the scene of the incident if the threat to your own safety and that of other people is too great, minimising the risk of injury to yourself and other people as you leave

### Review the incident for recording and monitoring purposes

- P10 review the sequence of events leading up to the incident
- P11 discuss with relevant persons whether organisational procedures helped or hindered the incident
- P12 complete records in accordance with organisational requirements about
  - P12.1 your actions at the time of the incident
  - P12.2 the circumstances and severity of the incident
  - P12.3 the measures taken to protect yourself and other people
  - P12.4 action taken to try to calm the situation down

- P13 look through the organisation's and your own risk assessment relevant to your activities and assess its adequacy for dealing with similar incidents
- P14 make recommendations to reduce the risk of further similar incidents to relevant people which will make you and other people feel safer and identify areas where you would benefit from training
- P15 contribute to good practice by sharing relevant non-confidential information with other people in similar job roles which could help reduce incidents of violence
- P16 make use of available support and advice to help alleviate any incident-related health problems

## Knowledge and understanding

You need to know and understand:

### Help to de-escalate a potentially violent situation

- K1 your legal duties for ensuring your well-being, safety and health in the workplace as explained by relevant legislation pertaining to health and safety at work
- K2 your job role, responsibilities and limitations
- K3 your own capabilities and limitations in terms of protecting yourself in potentially violent situations
- K4 when it is appropriate and possible to maintain a safe distance and avoid physical contact
- K5 the importance of showing respect for people, their property and rights and how to do so
- K6 how to avoid behaviour or language that may indicate you are being discriminatory or oppressive
- K7 how to interpret simple body language and the importance of acknowledging other people's personal space
- K8 the importance of remaining alert to triggers of violent behaviour
- K9 the importance of planning how you will leave a situation if there is a physical risk including identifying where the nearest exit routes are
- K10 the main signs that a situation could escalate to violent behaviour and how to recognise these
- K11 the point at which to leave the scene of the incident, seek help and safe techniques for leaving the situation
- K12 the types of constructive behaviour you can use to calm situations
- K13 your organisation's procedures in regard to dealing with violent behaviour

### Review the incident for recording and monitoring purposes

- K14 your organisation's procedures in regard to dealing with violent behaviour
- K15 your legal duties for ensuring your well-being, safety and health in the workplace as explained by relevant legislation pertaining to health and safety at work

- K16 your organisation's procedures in regard to dealing with violent behaviour
- K17 the importance of having the opportunity to talk to someone about the incident afterwards
- K18 the reports that have to be made and the records that have to be kept about a potential or actual incident of violence

**Glossary**

In performance criterion 1, review might include reflection on the individual's mental health status and the interface between certain mental health needs and violence.

In performance criterion 2, the relevant person will be a person named in the organisation's procedures as having responsibility for dealing with reports and incidents of violence at work.

In performance criterion 3, communication includes non-verbal communication as well as verbal communication.

In performance criterion 4, acting appropriately will include the use of physical interventions if this is in line with the organisation's environment and culture and relates to those workers performing roles where "hands on" contact is likely and legitimate. These interventions are commonly either "breakaway techniques" (when defending oneself or another) or "restraint techniques" (when physically restricting a person's movement).

In knowledge statement 8, triggers of violence are factors that might prompt violence occurring. They can be categorised in four different types:

1. temporary personal factors – for example, the individual being uncomfortable from a lack of food, warmth, light, or presenting challenging behaviour whilst under the influence of drink or drugs, or
2. persistent personal factors such as having a difficulty or disability which prevents normal communication, movement or behaviour, or
3. temporary environmental factors such as a hot, noisy, crowded room, poor work dynamics in terms of furniture layout, etc, or
4. persistent environmental factors such as too much being expected of the individual or that the quality of the service consistently does not meet the required standards of the user

**Links to other NOS**

This unit will be relevant to the work described in many of the other units as managing the risk of violence at work will be an important skill for many employees in the justice sector.

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you develop effective relationships with individuals. This includes identifying individuals' preferences and needs regarding your relationship with them, developing effective relationships and then adjusting relationships to meet changing circumstances.

### Performance criteria

You must be able to:

#### Identify individuals' preferences and needs regarding your relationship with them

- P1 identify any issues that you need to take into account when forming a relationship with an **individual**
- P2 support the individual to **communicate** their wishes and needs about the relationship they wish to have with you
- P3 make clear to the individual the boundaries of your job role
- P4 support the individual to understand how much time you can spend with them
- P5 agree with the individual the type of relationship you are able to have with them, taking account of your role and the tasks you will be undertaking
- P6 identify potential areas of conflict and report these to the **appropriate people**
- P7 treat information about the individual confidentially in accordance with legal and working setting requirements

#### Develop effective relationships

- P8 develop relationships with the individual and **key people** that balance the individual's wishes and needs with the requirements of your job
- P9 listen to the individual and show that you have heard and taken account of their views
- P10 respect the individual's views, expertise and experience

- P11 ensure that you treat the individual fairly and do not discriminate against or disadvantage them in any way
- P12 develop the trust of the individual by being honest about what service you can and cannot provide and any legal and work setting requirements
- P13 make clear to the individual how information about them may be shared with key people and **others**
- P14 interact with the individual in ways that enable them to be involved in planning, implementing and reviewing the service you are providing
- P15 work with the individual to resolve any conflicts in the relationship and agree a way forward
- P16 report any relationship issues in accordance with legal and work setting requirements

### **Adjust relationships to meet changing circumstances**

- P17 support the individual, key people and others to identify any changes needed in your relationship with the individual and the reasons for this
- P18 identify when changes in your relationship with the individual might cause conflict and distress
- P19 work with the individual, key people and others to make relationship changes, which may include ending the relationship
- P20 support the individual and key people to understand any changes that are being made, the reasons for them and what the changes may mean for them
- P21 deal sensitively with changes in your relationship with the individual that may cause conflict and distress
- P22 make changes to the relationship taking account of any disruption this may cause to the individual and key people and to the activities you undertake with them
- P23 report changes made and any effect this might have on the individual in accordance with legal and work setting requirements

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security

- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 factors and conditions that may affect the type of relationship that you can have with individuals
- K42 how to identify key changes in the conditions and circumstances of individuals
- K43 the actions to take when you identify key changes in the conditions and circumstances of individuals
- K44 how to form, maintain and disengage from relationships with individuals
- K45 the communication and listening skills necessary to relate to and interact effectively with individuals
- K46 how to monitor and make changes to relationships that will cause the minimum disruption
- K47 barriers to relationships and effective interactions, generally and specifically with the individuals with whom you work

## Unit 232                      Develop effective relationships with individuals (SCDHSCo233)

### Supporting 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.

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.

**Appropriate people** may include your line manager; professionals; specialists

To **communicate** may include 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

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

#### 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you uphold the rights of individuals. This includes upholding individuals' right to be in control of their lives, to be respected for who they are, and to have information about themselves kept private. The standard also addresses how your actions must promote individuals' confidence in you as someone who can be trusted to uphold their rights.

### Performance criteria

You must be able to:

#### Uphold the individual's right to be in control of their life

- P1 support the **individual** to understand their **rights**
- P2 ensure the individual has access to any advocacy services they wish or require to use
- P3 support the individual to regain or retain their right to be in control of their own life
- P4 work in ways that promote **active participation** and enable the individual to be in control of their own life
- P5 support the individual's right to make informed choices and decisions about their life and well being
- P6 support the individual's right to make informed decisions about taking and managing potential and actual **risks**
- P7 support the individual to recognise conflicts that may arise between their rights and their responsibilities towards other people
- P8 seek support to resolve conflicts between the individual's rights and their responsibilities towards other people
- P9 challenge practices that may inappropriately prevent the individual from exercising their rights
- P10 seek advice when you are having difficulty in upholding an individual's rights

#### Uphold the right to be respected as an individual

- P11 work in ways that demonstrate respect for diversity

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- P12 support the right of the individual to **communicate** using their preferred method of communication and language
- P13 work in ways that demonstrate respect for the individual and their background, beliefs, cultures, values and preferences
- P14 work in ways that put the individual's preferences and best interests at the centre of everything you do
- P15 work in ways that demonstrate respect for the individual's dignity and privacy
- P16 challenge the actions of others where they lead to discrimination

#### **Uphold the individual's right to privacy of information**

- P17 support the individual to understand your duty of confidentiality and in what circumstances you may need to pass on otherwise confidential information
- P18 maintain clear, accurate and up-to-date records of information relevant to the individual's well-being and their care or support
- P19 ensure that information about the individual is kept confidential within work setting requirements
- P20 confirm proof of identity and the right to access information before disclosing any information to others
- P21 disclose information only to those who have the right and the need to know
- P22 support the rights of the individual to access information about themselves

#### **Promote confidence in your capacity to uphold the individual's rights**

- P23 act in ways that are consistent with the law, regulation and work setting procedures
- P24 communicate in appropriate, open, accurate and straightforward ways
- P25 ensure that you are always honest, trustworthy, reliable and dependable
- P26 explain to the individual the reasons for any work commitments you are not able to honour
- P27 declare personal interests when they might influence your judgement or practice
- P28 ensure your actions never make the individual feel inferior
- P29 ensure the individual knows how to make comments or complaints about their care or support
- P30 support the individual to make compliments and complaints

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation

- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

## Supporting 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.

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

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

The **individual** is the 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 well-being. 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 or 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting individuals to make their way around specific places safely and effectively. This includes working with individuals to assess their ability to move around specific places, supporting them to move around and then contributing to the evaluation of agreed actions and activities.

## Performance criteria

You must be able to:

### Work with the individual to complete assessments for making their way around specific places

- P1 access information and advice that will help you work with the **individual** to assess their skills and abilities in making their way around **specific places**
- P2 support the individual to identify the outcomes they want to achieve in making their way around specific places and the skills and abilities they have for doing so
- P3 support the individual to **communicate** their preferences in relation to making their way around specific places, taking account of their desired outcomes, their specific needs and any **aids** that are required
- P4 work with the individual to identify the environmental barriers presented by specific places
- P5 support the individual to identify barriers that relate to their own circumstances or needs
- P6 work with the individual to assess the risks involved in making their way around specific places
- P7 support the individual and **key people** to identify existing networks which could provide support and any additional support required
- P8 seek additional support for assessments outside your competence
- P9 record assessments within confidentiality agreements and according to legal and work setting requirements

### **Support the individual to make their way around specific places**

- P10 work in ways that promote **active participation** to support the individual in making their way around specific places, taking account of their preferences, needs and agreed actions or activities
- P11 support the individual to use what they have learned to enhance their movement around specific places
- P12 support the individual to identify and explore barriers to progress
- P13 support the individual to adapt existing skills to enable them to move around specific places
- P14 give positive and constructive feedback to the individual when they are carrying out agreed actions or activities
- P15 offer encouragement to the individual when they are having difficulties
- P16 seek additional help and advice for any problems that you are not competent to deal with
- P17 support the individual and key people to identify further actions, activities and help that could assist the individual to make their way around specific places

### **Communicate with individuals and key people**

- P18 seek feedback from the individual, key people and others about the actions or activities the individual has undertaken
- P19 seek feedback from the individual, key people and others about the actions or activities undertaken and how well they helped to achieve desired outcomes
- P20 use your own observations to note progress achieved
- P21 check with the individual and others that your observations are accurate
- P22 seek feedback from the individual, key people and others about the support you have given
- P23 work with the individual to evaluate their progress and identify anything that could help further
- P24 provide feedback on your observations to the appropriate people, indicating where changes could be made to help future progress
- P25 seek additional help and advice in areas where you are not competent to contribute
- P26 report on observations, evaluations and outcomes, within confidentiality agreements and according to legal and work setting requirements

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation

- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

## **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

## **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

## **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

## **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

## **Specific to this NOS**

- K41 the types of injuries, disabilities, illnesses and other factors for people needing to be supported to learn how to move around specific places effectively
- K42 the type of aids that are available to meet the needs of the individual
- K43 the type of **obstacles** that an individual will need to negotiate to assist them, as far as they are able, to maintain their independence within specific places
- K44 health and safety issues and potential hazards and risks when supporting an individual to move around specific places
- K45 how to support the development and evaluation of individualised programmes, taking account of the needs, circumstances and preferences of the individual
- K46 how to identify and set up specific places to meet the needs, circumstances and preferences of the individual to minimise and manage risks
- K47 how to support the individual safely and ways of helping the individual to negotiate and minimise hazards and risks in different specific places

- K48 actions to take when you observe key changes in the condition and circumstances of the individual
- K49 national and local guidance on falls prevention and factors that impact on falls

## Unit 234      Enable individuals to make their way around specific places (SCDHSCo235)

### Supporting 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.

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.

**Aids** may include: walking sticks; walking frames; wheel chairs; guide dogs

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

**Specific places** may include indoor areas such as home or work; outdoor areas especially routes regularly used; and social environments where people wish to pursue their interests

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

#### 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 statement 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

**Obstacles** may include plants; vehicles; doors; stairs; furniture.

## **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

<b>SCQF Level:</b>	5
<b>SCQF Credit value:</b>	8
<b>Sector Skills Council:</b>	Skills for Care and Development
<b>Aim:</b>	<p>This standard covers receiving and storing medications and products in a variety of settings, such as hospitals and nursing and residential homes. The medication and products may be from a number of different sources including the individuals who have been prescribed the medication, and from pharmacy. The storage of medication includes stock rotation, maintaining suitable conditions and disposing of out of date stock. It does not include the storage of controlled drugs.</p> <p>Users of this standard will need to ensure that practice reflects up to date information and policies.</p>

### Performance criteria

#### You must be able to:

- P1 apply standard precautions for infection prevention and control and take other appropriate health and safety measures
- P2 work within your remit and responsibility
- P3 ensure the individual understands the need to inform you of any medication they may have
- P4 ensure the safety of the individuals' medication and care by asking them to hand them over to you for reference to by other staff, and for safe storage
- P5 record all medication and products received from individuals in the appropriate documents
- P6 tell the individual what will happen to their medication and products
- P7 inform other relevant staff about the medication and products received from individuals prior to storage
- P8 store all medication and products immediately in the appropriate place in line with legal and organisational requirements and record all actions

- P9 ensure that storage conditions are correct for the type of medicine and are in accordance with the manufacturers' recommendations
- P10 handle all medication safely in accordance with manufacturers instructions and adhering to health and safety practices
- P11 where applicable, check any stock you have received from other sources against the correct documents and make the appropriate recordings
- P12 where applicable, rotate stock following agreed procedures, referring to dates of prescription and expiry and dispose of out of date stock or unwanted stock in accordance with Clinical/Corporate Governance requirements
- P13 where applicable, inform the relevant staff:
  - P13.1 if you identify a problem with the receipt and storage of medication or products
  - P13.2 when stocks of medication and products are low and need replenishing

## Knowledge and understanding

### You need to know and understand:

- K1 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 receiving and storing medication and products
- K2 your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance
- K3 the duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer
- K4 the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- K5 the importance of applying standard precautions to the receiving and storing of medication and products and the potential consequences of poor practice
- K6 the various methods of good practice and general hygiene in respect of yourself and storage facilities
- K7 the different places and environmental conditions required for the storage of medication, including why some medications require special storage conditions and others do not
- K8 the importance of not overfilling drug fridges to allow air to circulate freely
- K9 some categories of medication such as "over the counter" and "prescription only"
- K10 the types of problems which may occur during the storage of medication and the appropriate action to take
- K11 the safe methods of handling medication and products
- K12 the procedures for the disposal of out of date, damaged or part used medication and the relevant record keeping

- K13 the consequences of acting outside the limits of your role and competence
- K14 the need to record information in connection with medication storage and security
- K15 the importance of keeping full and accurate records and the consequences if this is not done
- K16 the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

## **Unit 135                      Receive and store medication and products (SFHCHS1)**

### **Supporting information**

#### **External links**

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: G3 Procurement and commissioning

<b>SCQF Level:</b>	6
<b>SCQF Credit value:</b>	7
<b>Sector Skills Council:</b>	Skills for Health
<b>Aim:</b>	<p>This standard covers the collection of capillary blood samples using either manual or automated lancets, testing of the sample where this is required or sending it elsewhere for laboratory testing. Samples may include those for blood sugar determination, haemoglobin levels and neonatal blood spot testing of the newborn.</p> <p>Users of this standard will need to ensure that practice reflects up to date information and policies.</p>

### Performance criteria

You must be able to:

- P1 apply standard precautions for infection prevention and control and any other relevant health and safety measures
- P2 give the individual relevant information, support and reassurance in a manner which is sensitive to their needs and concerns
- P3 gain valid consent to carry out the planned activity
- P4 select and prepare the site for obtaining the capillary blood sample immediately before the blood is obtained, in line with organisational procedures
- P5 obtain the required amount of blood of the required quality, using the selected materials and equipment into the container(s) and/or onto the appropriate strips or slides, in the correct order and in a manner which will cause minimum discomfort to the individual
- P6 take appropriate action to stimulate the flow of blood if there is a problem obtaining blood from the selected site, or choose an alternative site
- P7 apply pressure to the puncture site following completion to encourage closure and blood clotting
- P8 promptly identify any indication that the individual may be suffering any adverse reaction/event to the procedure and act accordingly
- P9 where the sample is to be sent for laboratory testing:

- P9.1 label the sample, if it is not to be tested immediately clearly, accurately and legibly, using computer prepared labels where appropriate
- P9.2 place sample in the appropriate packaging, ensure the correct request forms are attached and put in the appropriate place for transport or storage if
- P9.3 ensure immediate transport of the sample to the relevant department when blood sampling and investigations are urgent
- P10 document all relevant information clearly, accurately and correctly in the appropriate records
- P11 when appropriate, test the blood sample correctly using the appropriate method in line with organisational procedure
- P12 recognise and interpret results accurately or pass them onto an appropriate staff member for interpretation
- P13 record results fully and accurately in the appropriate manner and place and report to the appropriate staff member
- P14 give clear and accurate information to the individual about the results of tests, if available and within the limits of your responsibility
- P15 respond to questions from the individual clearly and accurately in an appropriate manner, level and pace or refer them to an appropriate staff member
- P16 ensure that the individual is informed if any further action is required/the next stage in the process

## Knowledge and understanding

### You need to know and understand:

- K1 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 obtaining and testing capillary blood samples
- K2 your responsibilities and accountability in relation to the current European and National legislation, national guidelines and local policies and protocols and Clinical/Corporate Governance
- K3 the duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer
- K4 the importance of obtaining positive confirmation of individuals' identity and consent before starting the procedure, and effective ways of getting positive identification
- K5 the importance of confidentiality and the measures taken to ensure it is appropriately maintained
- K6 the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
- K7 the importance of applying standard precautions to obtaining and testing capillary blood samples and the potential consequences of poor practice

- K8 how infection is spread and how its spread may be limited, including how to use or apply the particular infection control measures needed when working with blood
- K9 the structure and purpose of capillary blood vessels
- K10 blood clotting processes and factors influencing blood clotting
- K11 the normal or expected results for particular tests and therefore what constitutes an abnormal result
- K12 the different reasons for obtaining capillary blood samples taken
- K13 the concerns that individuals may have in relation to capillary blood sampling
- K14 the sites which can be used for capillary sampling and what the factors that need to be considered in selecting the best site to use including the individual's own preference
- K15 why it is important to clean the sites from which you will obtain samples, and the appropriate ways of doing this
- K16 the limits of your role and the circumstances in which you would need to refer to another person
- K17 the contra-indications which indicate that capillary sampling should be stopped and advice sought
- K18 what is likely to cause discomfort to individuals during and after the collection of capillary blood samples, and how such discomfort can be minimised
- K19 what can cause problems in obtaining capillary blood samples, what can be done to stimulate blood flow and when another site should be used
- K20 the common adverse reactions/events which individuals may have to blood sampling, how to recognise them and action(s) to take if they occur
- K21 the equipment and materials are needed for capillary blood sampling and testing
- K22 the sorts of equipment and materials which are sensitive to environmental changes and how this affects their storage and use
- K23 which equipment and instruments are re-usable and which must be discarded after one use
- K24 how and when to label samples if required
- K25 the importance of ensuring sites for capillary blood sampling are cleaned effectively, and how and when this should be done
- K26 the process and procedure for obtaining capillary blood samples, including the correct sequence of actions
- K27 the factors involved in the procedures which could affect the quality of the blood
- K28 the importance of collecting capillary blood samples of the right quality, and how to achieve this
- K29 the complications and problems may occur during the collection of capillary blood samples, how to recognise them and what action(s) to take
- K30 how to perform relevant tests of capillary blood samples
- K31 how to record test results, and the importance of clear and accurate documentation

- K32 the information that needs to be recorded on labels and other documentation when sending capillary blood samples to the laboratory
- K33 the importance of completing labels and documentation clearly, legibly and accurately, and the possible consequences of confusing samples or incorrect labelling
- K34 the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

## **Unit 236                      Obtain and test capillary blood samples (SFHCHS131)**

### **Supporting information**

#### **Scope/range related to performance criteria**

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB6 Assessment and treatment planning

<b>SCQF Level:</b>	5
<b>SCQF Credit value:</b>	8
<b>Sector Skills Council:</b>	Skills for Health
<b>Aim:</b>	<p>This standard covers obtaining specimens, testing some specimens in the work area, and forwarding some specimens for laboratory investigation.</p> <p>Collection of blood specimens is not included.</p> <p>Users of this standard will need to ensure that practice reflects up to date information and policies.</p>

### Performance criteria

You must be able to:

- P1 work within your level of competence, responsibility and accountability for obtaining and testing specimens
- P2 apply appropriate health and safety measure, standard precautions for infection prevention and control and personal protective equipment relevant to the procedure and environment
- P3 check the individual's identity and gain valid consent and authorisation for the planned activity
- P4 communicate effectively in the appropriate medium to meet the individual's needs and preferences
- P5 ensure privacy and dignity at all times, taking into account the individual's ethnic and religious background which might influence certain aspects of collecting specimens
- P6 check the required preparations have been completed and stop the procedure if the necessary preparations have not been followed by the individual or staff
- P7 provide the necessary and appropriate container for the specimen to the individual
- P8 obtain specimens from clients when they cannot do this themselves, and place them in the appropriate container
- P9 ensure specimens are collected in the correct order where necessary

- P10 label specimens correctly, attach the relevant documentation, place in the relevant biohazard bags, and put them in the correct place for storage, collection or transportation
- P11 record any problems in obtaining the specimen to the appropriate member of the team without delay
- P12 when required, test specimens using the correct process for the investigation to be performed, and according to the specimen being tested
- P13 report immediately any findings which are outside of normal ranges and which demand urgent attention in line with local policies, protocols and procedures
- P14 reassure and inform the individual of the results of the tests according to their needs or pass this on to other staff members if this is beyond your role and responsibility
- P15 maintain full, accurate and legible records of sample collection and testing and store in correct location in line with current legislation, guidelines, local policies and protocols

## Knowledge and understanding

### You need to know and understand:

- K1 your own level of competence, authority and specialist knowledge base in relation to obtaining and testing specimens from individuals
- K2 how to communicate effectively in the appropriate medium to meet the individual's needs and preferences
- K3 why it is essential to check the identity of the individual, valid consent and authorisation for the planned activity
- K4 the importance of maintaining the individual's confidentiality, privacy and dignity
- K5 the importance of applying appropriate health and safety measures, standard precautions for infection prevention and control and personal protective equipment relevant to obtaining and testing specimens from individuals and the potential consequences of poor practice
- K6 the required preparation for individuals prior to the type of specimen collection within your work practice
- K7 the importance of giving clear explanations to individuals to enable them to collect their own specimens when appropriate
- K8 the materials and equipment required for collecting the specimen and the types of specimens that you may obtain
- K9 the different types of container, transport media and request forms for specimens appropriate to the specimen and planned test procedure
- K10 the information that is required to ensure accurate labelling of specimens and the potential hazards and other consequences related to incorrect labelling or dispatch of specimens
- K11 the tests and investigations that may be carried out on the specimens you obtain
- K12 the implications the results of the tests will have on the individual

- K13 the importance of accurate record keeping
- K14 the importance of immediately reporting any findings which are outside of normal ranges and which demand urgent attention
- K15 the current national legislation, guidelines, organisational policies and protocols which affect your work practice
- K16 the policies and guidance that clarify your scope of practice, accountabilities and the working relationship between yourself and others

## **Unit 137                      Obtain and test specimens from individuals (SFHCHS7)**

### **Supporting information**

#### **Scope/range related to performance criteria**

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB8 Biomedical investigation and intervention

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when contributing to the care of a deceased person. This includes contributing to the preparation of the deceased person for transfer and contributing to the transfer itself.

### Performance criteria

You must be able to:

#### Contribute to preparing the deceased person for transfer

- P1 contact key people according to the deceased person's personal beliefs, expressed wishes and preferences
- P2 confirm with **key people** the expressed wishes and preferences of the deceased person about how they will be viewed and moved after death
- P3 contribute to explaining sensitively to key people the implications of policies for the control of infectious diseases on how they may view and mourn the deceased person
- P4 contribute to explaining sensitively to key people the implications of policies for the control of infectious diseases on how the deceased person can be prepared and moved
- P5 before preparing the deceased person, follow work setting requirements immediately to report any tensions between decisions made by key people and the deceased person's expressed wishes and preferences
- P6 wear correct protective clothing to minimise risks of infection while preparing the deceased person
- P7 follow work setting procedures and practices to **enable the deceased person to be correctly identified**
- P8 **prepare** the deceased person in a place and manner that respects their dignity, beliefs and culture
- P9 prepare the deceased person according to the expressed wishes and preferences of the person and key people, where this is consistent with legal and work setting requirements related to infectious diseases

- P10 seek additional help where there are issues outside your scope of responsibility and expertise
- P11 follow work setting procedures and practices to arrange the removal of any medical equipment from the deceased person
- P12 record accurately any property and valuables that are to remain with the deceased person, in ways that are consistent with legal and work setting requirements

#### **Contribute to the transfer of the deceased person**

- P13 contact the appropriate organisation for transfer according to the deceased person's personal beliefs and preferences
- P14 assist in transferring the deceased person in ways which respect and recognise their rights, wishes, culture, beliefs and preferences
- P15 assist in transferring the deceased person in ways which minimise disturbance and distress to other people
- P16 assist in transferring the deceased person in ways that observe and follow relevant infection control measures
- P17 send relevant information about the deceased person to the appropriate people and organisations within agreed timescales and according to legal and work setting requirements
- P18 report details of the transfer of the deceased person according to work setting requirements

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting

- K13 how to make sure you follow procedures and agreed ways of working
- K14 the individual's cultural and language context
- K15 how to work in ways that build trust with people
- K16 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K17 how to work in partnership with people
- K18 what you should do when there are conflicts and dilemmas in your work
- K19 how and when you should seek support in situations beyond your experience and expertise

### **Communication**

- K20 factors that can have a positive or negative effect on the way people communicate
- K21 different methods of communicating

### **Personal and professional development**

- K22 why it is important to reflect on how you do your work
- K23 how to use your reflections to improve the way you work

### **Health and Safety**

- K24 your work setting policies and practices for health, safety and security
- K25 practices that help to prevent and control infection in the context of this standard

### **Specific to this NOS**

- K26 how to prepare a deceased person as far as possible according to their expressed preferences, beliefs, religion and culture
- K27 the physical changes that occur after death, such as rigor mortis, and how this may affect 'laying out' and moving the deceased person
- K28 how to work with the impact of death on those who have lived and worked closely with the deceased person
- K29 how to transfer the deceased person in ways that demonstrate respect for them and reduces distress caused to others
- K30 the types of diseases and conditions that necessitate specialist treatment and precautions when caring for and transferring deceased people

## Unit 238                      Contribute to the care of a deceased person (SCDHSC0239)

### Supporting 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.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

To **enable the deceased person to be correctly identified** could include using identity labels, identity tags

**Key people** are those who were important to the individual and who made a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual had a supportive relationship.

To **prepare** the deceased person may involve washing/cleaning them, removing medical items, removing or leaving in place personal effects, and making other specific preparations required prior to transfer

#### Scope/range related to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

#### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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



SCQF Level:	6
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to the effectiveness of a team. This includes agreeing your role and responsibilities within the team, participating effectively as a team member and contributing to the team's effectiveness.

### Performance criteria

You must be able to:

#### Agree your role and responsibilities within the team

- P1 access information about the **team**, its objectives and its purpose
- P2 ensure you understand the information about the team, its objectives and its purpose
- P3 work with other team members to agree your role and responsibilities and how they contribute to the overall objectives and purpose of the team
- P4 work with other team members to agree their roles and responsibilities
- P5 work with other team members to clarify how you can and should contribute to team activities, objectives and purposes

#### Participate effectively as a team member

- P6 carry out your agreed role and responsibilities within the team
- P7 inform other members of the team about your activities
- P8 ensure your **behaviour** towards other team members helps the team to function effectively
- P9 complete your commitments to other team members effectively and according to overall work priorities
- P10 where you cannot complete any commitments within timescales specified, immediately inform appropriate team members
- P11 respond to differences of opinion constructively and in ways which respect other team members' points of view
- P12 where you experience problems in working effectively with other team members, seek appropriate advice and guidance

### **Contribute to improving the team's effectiveness**

- P13 offer supportive and constructive assistance to team members
- P14 offer suggestions, ideas and information that will benefit team members and improve team working
- P15 invite feedback from **others** about how you carry out your role in the team
- P16 use suggestions and information from others to improve your practice as a team member
- P17 take responsibility for agreeing and undertaking any development and learning that will enable you to carry out your role and responsibilities within the team more effectively

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your duty to report any acts or omissions that could infringe the rights of individuals
- K3 how to deal with and challenge discrimination

### **Your practice**

- K4 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K5 your own background, experiences and beliefs that may have an impact on your practice
- K6 your own roles, responsibilities and accountabilities with their limits and boundaries
- K7 the roles, responsibilities and accountabilities of others with whom you work
- K8 how to access and work to procedures and agreed ways of working
- K9 how to manage ethical conflicts and dilemmas in your work
- K10 how to challenge poor practice
- K11 how and when to seek support in situations beyond your experience and expertise

### **Personal and professional development**

- K12 principles of reflective practice and why it is important

### **Communication**

- K13 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

### **Handling information**

- K14 legal requirements, policies and procedures for the security and confidentiality of information
- K15 legal and work setting requirements for recording information and producing reports
- K16 principles of confidentiality and when to pass on otherwise confidential information

### **Specific to this NOS**

- K17 principles that underpin effective team working
- K18 how to work in partnership with team members
- K19 styles of interaction and how these can affect team working
- K20 barriers to developing relationships within the team and how these can be overcome
- K21 problems which may be encountered when relating to and interacting with other team members and how these can best be handled
- K22 your own strengths and development needs as an individual worker and as a team member
- K23 opportunities available for continuing learning and development to support you in team working and activities

**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.

**Behaviour** includes everything you say and everything you do

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

A **team** is a group of people working together for a specific purpose; it may be a work team, a multi disciplinary team or a broader multi agency team

**Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you receive, process, record and pass on messages and when you respond to requests for information.

### Performance criteria

You must be able to:

#### Process messages received

- P1 receive **messages** in written, verbal and other **forms of communication** from **individuals, key people and others**
- P2 identify the urgency of messages
- P3 ensure that urgent messages are dealt with immediately
- P4 process messages in accordance with legal and work setting requirements
- P5 seek help where you are unable to process messages because of their complexity, clarity, form of communication or language
- P6 record messages accurately, confidentially and in accordance with legal and work setting requirements
- P7 access any records and reports needed in relation to messages
- P8 file any records and reports correctly when you return them in accordance with legal and work setting requirements
- P9 use appropriate procedures to file, store and share messages in accordance with legal and work setting requirements
- P10 take appropriate action to resolve difficulties you have had in receiving and recording messages

#### Pass on messages

- P11 identify who needs to be informed of messages received and processed
- P12 seek clarification when you are unsure to whom you need to pass on messages
- P13 pass on messages in accordance with instructions, their degree of urgency and legal and work setting requirements

- P14 use appropriate forms of communication for passing on messages to individuals, key people and others within and outside your work setting
- P15 report on what you have done with messages in accordance with legal and work setting requirements
- P16 report promptly any difficulties you have in passing on messages to the appropriate people or organisations

### **Respond to requests for information**

- P17 respond to requests for **information** in accordance with instructions and legal and work setting requirements
- P18 respond to requests for information using appropriate forms of communication and language
- P19 seek help if you cannot deal with a request for information because of the complexity of the request or confidentiality issues
- P20 access any records and reports needed in relation to requests for information
- P21 file any records and reports correctly when you return them in accordance with legal and work setting requirements
- P22 use appropriate procedures to file, store and share requests for information in accordance with legal and work setting requirements
- P23 report on how you have dealt with requests for information, in accordance with legal and work setting requirements
- P24 report on the actions taken when you are unable to deal with a request for information, in accordance with legal and work setting requirements

## **Knowledge and understanding**

You need to know and understand:

### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K3 the actions to take if you have concerns about discrimination
- K4 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K5 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K6 the main items of legislation that relate to the content of this standard within your work role
- K7 your own background, experiences and beliefs that may affect the way you work
- K8 your own roles and responsibilities with their limits and boundaries
- K9 who you must report to at work

- K10 the roles and responsibilities of other people with whom you work
- K11 how to find out about procedures and agreed ways of working in your work setting
- K12 how to make sure you follow procedures and agreed ways of working
- K13 the prime importance of the interests and well-being of the individual
- K14 how to work in ways that build trust with people
- K15 how to work in partnership with people
- K16 what you should do when there are conflicts and dilemmas in your work
- K17 how and when you should seek support in situations beyond your experience and expertise

### **Communication**

- K18 factors that can have a positive or negative effect on the way people communicate
- K19 different methods of communicating

### **Personal and professional development**

- K20 why it is important to reflect on how you do your work
- K21 how to use your reflections to improve the way you work

### **Safeguarding**

- K22 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K23 signs and symptoms of harm or abuse
- K24 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K25 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K26 legal requirements, policies and procedures for the security and confidentiality of information
- K27 work setting requirements for recording information and producing reports including the use of electronic communication
- K28 what confidentiality means
- K29 how to maintain confidentiality in your work
- K30 when and how to pass on information

### **Specific to this NOS**

- K31 actions to take when messages and information are received on any changes in the conditions and circumstances of individuals
- K32 principles involved in the sharing, storing, retrieving and security of information, records and reports
- K33 why records which are confidential should be marked to indicate this

- K34 why it is important to accurately record information received and file records again correctly after use
- K35 why it is important to take messages accurately and the potential effects of not doing so
- K36 why it is important to take account of the importance and urgency of each message
- K37 the different purposes for which information may be required and the degree of detail necessary for these different purposes
- K38 how to manage sensitive information
- K39 the sort of problems which may arise during the maintenance, storage and retrieval of records and the reasons for reporting these without delay
- K40 methods of modifying communications appropriate to the individual concerned
- K41 the different methods of obtaining information and those which are appropriate to different circumstances and/or different information
- K42 ways of refusing to provide information whilst remaining polite and helpful

## Unit 240 Deal with messages and information (SCDHSCo242)

### Supporting 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.

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.

**Forms of communication** are the means of communication that individuals, key people and others within and outside your organisation use for sending and receiving messages and information, such as email, telephone, written information and verbal information

The **individual** is the person you support or care for in your work

**Information** may be about individuals, key people and others within and outside your work setting, and about working practices, procedures and requirements. It may be in verbal, written or electronic forms

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Messages** are any form of communication from and about individuals, key people and others within and outside your work setting. Messages might also be information about legislation or working practices which should be passed on

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

#### Scope/range related to knowledge and understanding

All knowledge statements must be applied in the context of this standard.

#### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting the safe use of materials and equipment. This includes moving materials and equipment safely, monitoring their availability and use, and contributing to their maintenance.

### Performance criteria

You must be able to:

#### Move materials and equipment safely

- P1 identify materials and equipment that need to be moved
- P2 obtain **risk** assessments associated with the materials and equipment to be moved
- P3 ensure you understand procedures and practices in the risk assessment before moving the materials and equipment
- P4 identify potential risks for the move, accessing help where necessary
- P5 take steps to minimise any risks identified, accessing help where necessary
- P6 move materials and equipment in accordance with legal and work setting policies, procedures and requirements, following the procedures and practices identified in any risk assessments
- P7 move materials and equipment safely, securely and in a way that protects them from damage and/or contamination
- P8 check that the materials and equipment are safe and secure when they have been moved
- P9 update records about moving materials and equipment in line with legal and work setting requirements
- P10 follow legal and work setting requirements to report any problems about moving materials and equipment

#### Monitor the use of materials and equipment

- P11 check that materials and equipment received are correct and not faulty

- P12 control the use of materials and equipment to minimise loss and damage
- P13 monitor the use of materials and equipment
- P14 take action to record, report and remedy any faults and incorrect deliveries
- P15 take action to record, report, replace and repair materials and equipment that have been lost and damaged
- P16 take action to record, report and replenish materials and equipment that have run out

### **Help maintain materials and equipment**

- P17 follow manufacturer's instructions, work setting policies and procedures and any legal requirements when storing, using, maintaining and cleaning materials and equipment
- P18 handle materials and equipment safely when distributing them, following legal requirements and work setting procedures
- P19 use appropriate protective clothing and equipment when cleaning equipment
- P20 encourage individuals, key people and others to use, maintain and clean materials and equipment according to manufacturer's instructions, any legal requirements and work setting procedures
- P21 store materials and equipment so they are easily accessible and ready for future use
- P22 take action to label, remove and report to appropriate people any materials and equipment that are unsuitable for use
- P23 dispose of any waste safely and according to legal and work setting requirements
- P24 keep accurate and up to date records of the materials and equipment for which you are responsible

## **Knowledge and understanding**

You need to know and understand:

### **How you carry out your work**

- K1 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K2 the main items of legislation that relate to the content of this standard within your work role
- K3 your own roles and responsibilities with their limits and boundaries
- K4 who you must report to at work
- K5 the roles and responsibilities of other people with whom you work
- K6 how to find out about procedures and agreed ways of working in your work setting
- K7 how to make sure you follow procedures and agreed ways of working
- K8 the prime importance of the interests and well-being of the individual
- K9 the individual's cultural and language context

- K10 how to work in ways that support the active participation of individuals in their own care and support
- K11 how to work in partnership with people
- K12 what you should do when there are conflicts and dilemmas in your work
- K13 how and when you should seek support in situations beyond your experience and expertise

### **Health and Safety**

- K14 your work setting policies and practices for health, safety and security
- K15 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K16 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K17 signs and symptoms of harm or abuse
- K18 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K19 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K20 legal requirements, policies and procedures for the security and confidentiality of information
- K21 work setting requirements for recording information and producing reports including the use of electronic communication
- K22 when and how to pass on information

### **Specific to this NOS**

- K23 principles for moving, handling, loading and storing materials and equipment
- K24 the reasons for recording the goods received, and actions to take to rectify mistakes
- K25 routine maintenance requirements and the possible consequences of not maintaining equipment
- K26 types of materials and equipment which are easily damaged during transportation
- K27 reasons for, and methods of, labelling products and equipment for transfer
- K28 loading and unloading requirements for transfer such as positioning and weight of loads, safe methods of moving loads manually
- K29 how to secure and monitor the condition of products and equipment during transit
- K30 how to move, handle, store and dispose of equipment, materials and waste safely

K31     how to protect materials and equipment from contamination and adverse atmospheric conditions

## Supporting 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.

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.

The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or 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 statement required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

**Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when managing your time and work to support individuals in the community. This includes identifying time to complete your work with individuals and balancing your duties and responsibilities with their preferences and needs. It also includes identifying and reporting risks and changes in the individuals' preferences and needs.

### Performance criteria

You must be able to:

#### Organise time to enable you to complete work with individuals

- P1 agree with appropriate people **details of the work activities** to be undertaken
- P2 work with the **individual, key people** and **others** to identify any special requirements you need to take account of when working with the individual
- P3 ensure that you have access to and understand information about any potential **risks** to the individual, key people, yourself and others associated with the work activities you are carrying out in the community
- P4 ensure that you have access to and understand information about any potential health and safety issues associated with the work activities you are carrying out
- P5 ensure that you have contact information for the individual and your **employer**
- P6 ensure your employer has contact information for you and your whereabouts at all times
- P7 organise your time to enable you to complete work activities in a way that meets the individual's preferences and needs
- P8 organise your time to enable you to complete work activities according to legal and work setting requirements
- P9 report any difficulties you have had in completing your work activities within the allotted timescales and according to the individual's preferences and needs

- P10 complete records and reports within confidentiality agreements and according to legal and work setting requirements

**Balance your own duties and responsibilities with individuals' needs and preferences**

- P11 work with the individual to identify the preferences they have for the way you carry out your work activities, ensuring that you respect their experiences, expertise and their cultural and religious requirements
- P12 carry out your work activities in ways that respect, value and are responsive to the contribution of key people within the individual's life
- P13 ensure that you work within legal and work setting health and safety **policies and procedures**
- P14 ensure that you do not put yourself, the individual, key people or other people at unnecessary risk
- P15 ensure that you behave in ways that gives the individual confidence in you and your employer
- P16 take full account of the individual's preferences when you agree with them the detail of the work activities
- P17 follow work setting procedures when any issues arise which mean the work activities plan needs to be varied

**Report risks and changes in the individual's preferences and needs**

- P18 follow work setting policies and procedures in any emergency that requires immediate action
- P19 report changes in the individual's environment, in their preferences and needs or in the support provided
- P20 observe the individual's behaviour, physical health and emotional well-being to identify signs or symptoms that may indicate change
- P21 work in partnership with the individual, key people and others to examine possible reasons for changes
- P22 take action to address immediate concerns
- P23 work in partnership with the individual, key people and others to identify any further actions that may be necessary
- P24 inform appropriate people when the individual, key people, you or others are likely to be put at unnecessary risk
- P25 report to appropriate people or organisations any changes in the individual that might require further action

**Knowledge and understanding**

**You need to know and understand:**

**Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation

- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 where to go to access information that will inform you of practice activities
- K42 where and how to access information about individuals, key people and others
- K43 the type of activities that individuals might do that could be injurious to their health and well-being; why these differ for different individuals and the actions to take when you observe such activities

## Supporting 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.

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.

**Details of the work activities** may include what needs to be done, how it should be done, the time that has been allowed, how often, and when you will carry out the work activities and any health, safety or other issues that you have to take into account when carrying out your work activities. Your **employer** may also be the person you support, or someone who employs you on their behalf.

The **individual** is the person you support or care for in your work.

**Issues** may include not being able to complete the work activities to time, being requested to carry out additional work activities or the individual wants you to carry out your work activities in ways that differ to those set out by your organisation preferences.

**Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when receiving visitors in health and social care settings. This includes receiving visitors and supporting them during their visit to individuals. It also includes monitoring the activities of visitors and taking action to control or remove them where necessary.

## Performance criteria

You must be able to:

### Receive visitors according to work setting requirements and procedures

- P1 make any **preparations** required to ensure the area is safe and ready to receive **visitors**
- P2 greet visitors courteously
- P3 **communicate** with the visitors appropriately to ascertain the purpose of their visit
- P4 make any necessary security checks to ensure that each visitor has a right to enter
- P5 where a visitor does not have the right to enter, explain why, referring them to **others** when appropriate
- P6 identify any help that the visitors may need to enable them to visit the **individual**
- P7 identify any help the visitors may need to communicate with the individual
- P8 encourage visitors who are in the wrong place to leave
- P9 where necessary summon others to help you ensure that visitors who are in the wrong place do leave

### Support individuals and their visitors during a visit

- P10 support the individual to receive the visitors and to help make them comfortable during their visit
- P11 encourage the visitors to respect the wishes of the individual
- P12 provide any support required by the visitors according to their own needs and work setting policies and procedures

- P13 support the visitors to understand and comply with legal and work setting requirements that apply to them
- P14 ensure that any information you give to visitors is accurate and takes account of confidentiality, legal and work setting requirements
- P15 refer the visitors to others when you are not able to answer their questions
- P16 take appropriate action to ensure that visitors, the individual and others are protected from **danger, harm and abuse** during the visit

#### **Take action to control the activities of visitors where necessary**

- P17 explain to visitors the standards of behaviour that are acceptable in the setting
- P18 monitor the actions and activities of visitors
- P19 identify actions and activities that may cause a threat
- P20 where necessary take preventative action to minimise damage and the **risk** of danger, harm and abuse
- P21 take appropriate action to manage the situation to protect the setting, yourself and others who are potentially at risk
- P22 where necessary remove the visitors from the premises safely and in accordance with legal and work setting requirements
- P23 seek extra help when you are not able to deal with the situation
- P24 **report** immediately to relevant people and agencies the details of incidents involving visitors

### **Knowledge and understanding**

You need to know and understand:

#### **Rights**

- K1 work setting requirements on equality, diversity, discrimination and human rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### **How you carry out your work**

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 your own background, experiences and beliefs that may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work

City & Guilds SVQ 2 Social Services and Healthcare at SCQF Level 6 (4175-02)

- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K15 the prime importance of the interests and well-being of children and young people
- K16 the individual's cultural and language context
- K17 how to work in ways that build trust with people
- K18 how to work in ways that support the active participation of individuals in their own care and support
- K19 how to work in ways that respect individuals' dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

### **Theory for practice**

- K23 the **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K24 how these affect individuals and how they may affect different individuals differently
- K25 the main stages of human development

### **Communication**

- K26 factors that can have a positive or negative effect on the way people communicate
- K27 different methods of communicating

### **Personal and professional development**

- K28 why it is important to reflect on how you do your work
- K29 how to use your reflections to improve the way you work

### **Health and Safety**

- K30 your work setting policies and practices for health, safety and security
- K31 practices that help to prevent and control infection in the context of this standard

### **Safeguarding**

- K32 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K33 signs and symptoms of harm or abuse
- K34 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

- K35 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K36 legal requirements, policies and procedures for the security and confidentiality of information
- K37 work setting requirements for recording information and producing reports including the use of electronic communication
- K38 what confidentiality means
- K39 how to maintain confidentiality in your work
- K40 when and how to pass on information

### **Specific to this NOS**

- K41 principles for working with, welcoming and dealing with visitors
- K42 types of preparation required for the arrival of visitors
- K43 sources and types of written information which might be appropriate for different visitors
- K44 how to offer help to visitors in a way which is not over-bearing or condescending
- K45 the affect visitors may have on the health, social or care setting and the threats they may cause
- K46 factors that may cause individuals distress, prior to, during and after visits
- K47 how to recognise those visitors who should not be present and how to deal with them in a constructive and firm way
- K48 signs of potentially disruptive behaviour and why this may occur
- K49 preventive actions that can be taken, when it may be best to intervene, the risks inherent in different forms of intervention
- K50 legal and work setting requirements for reporting incidents involving visitors

**Supporting 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.

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.

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

**Danger** could be imminent, in the short, medium term or longer term

**Harm and abuse** may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour

The **individual** is the person you support or care for in your work

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

**Preparations** may include security, signposting, car parking, preparation of equipment and aids to enable individuals to communicate

To **report** may include making verbal reports or completing written records within confidentiality agreements and must follow legal and work setting requirements

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

**Visitors** may include family, friends, carers, others with whom individuals have a supportive relationship, people outside your work setting who provide specialist health and care services to support the needs of individuals.

## 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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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

SCQF Level:	6
SCQF Credit value:	7
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirement when maintaining safe and clean environments in health and social care settings. This includes ensuring rooms, work areas, equipment and surfaces are clean and then monitoring and maintaining the cleanliness of environments.

### Performance criteria

You must be able to:

#### Clean rooms, work areas, equipment and surfaces

- P1 agree what needs to be done and how you should do it with the appropriate people, prior to cleaning
- P2 wear appropriate protective clothing and equipment
- P3 ensure you clean at times when it causes as little disruption as possible
- P4 carry out cleaning activities consistent with any agreed specifications
- P5 use appropriate **cleaning equipment and materials**, following manufacturers' instructions and in a manner that minimises risk
- P6 ensure rooms or work areas are visibly free of dust, dirt and debris and are not likely to endanger the health and safety of **individuals** and **others**
- P7 display hazard warning signs when the cleaned surfaces are likely to cause risk to people
- P8 return cleaning equipment and cleaning materials in good working order and condition to the appropriate storage area
- P9 ensure that cleaning equipment is safely stored and does not block any entry or exits
- P10 dispose of any hazardous waste safely
- P11 take appropriate action when problems arise during cleaning

#### Monitor and maintain the cleanliness of environments

- P12 monitor the cleanliness of the environment by observation
- P13 take action when there is concern over the level of cleanliness

- P14 follow cleaning schedules to ensure that the environment remains clean
- P15 take appropriate action and report any wear and tear on furnishings or fittings that could cause any accidents, falls or injure someone
- P16 take appropriate action and report factors which affect the level of cleanliness
- P17 follow legal and work setting requirements to complete records and reports on the cleanliness of environments

## Knowledge and understanding

You need to know and understand:

### How you carry out your work

- K1 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K2 the main items of legislation that relate to the content of this standard within your work role
- K3 your own roles and responsibilities with their limits and boundaries
- K4 who you must report to at work
- K5 the roles and responsibilities of other people with whom you work
- K6 how to find out about procedures and agreed ways of working in your work setting
- K7 how to make sure you follow procedures and agreed ways of working
- K8 the prime importance of the interests and well-being of the individual
- K9 the individual's cultural and language context
- K10 how to work in ways that support the active participation of individuals in their own care and support
- K11 how to work in partnership with people
- K12 what you should do when there are conflicts and dilemmas in your work
- K13 how and when you should seek support in situations beyond your experience and expertise

### Health and Safety

- K14 your work setting policies and practices for health, safety and security
- K15 practices that help to prevent and control infection in the context of this standard

### Safeguarding

- K16 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K17 signs and symptoms of harm or abuse
- K18 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

- K19 what to do if you have reported concerns but no action is taken to address them

### **Handling information**

- K20 legal requirements, policies and procedures for the security and confidentiality of information
- K21 work setting requirements for recording information and producing reports including the use of electronic communication
- K22 when and how to pass on information

### **Specific to this NOS**

- K23 methods of ensuring cleanliness and limiting infection
- K24 the potential effects of not reporting hazards or taking the appropriate action to limit them
- K25 the potential risks when using and storing cleaning materials and equipment and the ways in which these risks can be minimised
- K26 the effect different forms of cleanliness and the needs of different individuals will have on how and when the environment will be cleaned
- K27 why cleaning agents and materials should be correctly diluted and used and the possible effect of not doing this
- K28 the appropriate cleaning materials for particular surfaces, equipment, furnishings and fittings
- K29 why some areas require specialist cleaning equipment, materials and techniques

## Supporting 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.

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.

**Cleaning equipment and materials** could be manual or automated.

The **individual** is the person you support or care for in your work

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

**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 statement 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 where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people 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



## Appendix 1 Core skills mapping

### Core Skills Signposting SVQ 2 Social Services and Healthcare

**SSC** Skills for Care and Development

**SVQ Title** SVQ 2 Social Services and Healthcare at SCQF Level 6

SSC/B Code	Unit title	Core skills at SCQF Level 4				
		Communication	Working with others	Problem solving	Numeracy	ICT
SCDHSC0021	Support effective communication	√	Task 1	√		
SCDHSC0022	Support the health and safety of yourself and individuals	√	Task 1	√		
SCDHSC0023	Develop your own knowledge and practice	Tasks 1 and 3	√	√		
SCDHSC0024	Support the safeguarding of individuals	√	Task 1	√		
SCDHSC0210	Support individuals to participate in recreational activities	√	Task 1	√		
SCDHSC0025	Contribute to the implementation of care or support plan activities	√	√	√		
SCDHSC0026	Support individuals to access information on services and facilities	Tasks 1 and 3	Task 1	√		
SCDHSC0027	Support individuals in their daily living	Tasks 1 and 3	Task 1	√		
SCDHSC0028	Support individuals to make journeys	Tasks 1 and 3	Task 1	√		
SCDHSC0029	Support individuals to meet their domestic and personal needs	√	Task 1	√		

SCDHSC0211	Support individuals to take part in development activities	√	Task 1	√		
SCDHSC0212	Support individuals during therapy sessions	√	Task 1	√		
SCDHSC0213	Provide food and drink to promote individuals' health and well-being	√	Task 1	Tasks 1 and 2		
SCDHSC0214	Support individuals to eat and drink	Tasks 1 and 3	Task 1	Tasks 1 and 2		
SCDHSC0215	Help individuals to maintain mobility	√	Task 1	√		
SCDHSC0216	Help address the physical comfort needs of individuals	Tasks 1 and 3	Task 1	√		
SFHCHS5	Undertake agreed pressure area care	Tasks 1 and 3	Task 1	Task 1		
SCDHSC0218	Support individuals with their personal care needs	Tasks 1 and 3	Task 1	Tasks 1 and 2		
SCDHSC0219	Support individuals to manage continence	Tasks 1 and 3	Task 1	Tasks 1 and 2		
SFHCHS150	Maintain the feet of individuals who have been assessed as requiring help with general foot care	Tasks 1 and 3	Task 1 (i, iii, iv, v)			
SFHCHS2	Assist in the administration of medication	Tasks 1 and 3	Task 1	Task 1		
SCDHSC0222	Support the rights and wellbeing of individuals when they undergo healthcare procedures	√	Task 1	√		
SCDHSC0223	Contribute to moving and positioning individuals	√	Task 1	Tasks 1 and 2		
SCDHSC0224	Monitor the condition of individuals	√	Task 1	√		
SCDHSC0225	Support individuals to carry out their own healthcare and monitoring procedures	√	Task 1	√		
SCDHSC0226	Support individuals who are distressed	Tasks 1 and 3	Task 1	√		
SCDHSC0227	Contribute to working in partnership with carers	Tasks 1 and 3	√	√		
SCDHSC0228	Contribute to effective group care	Tasks 1 and 3	Task 1	√		

SCDHSC0229	Maintain safety and security when accessing individuals' homes	√	Task 1	Tasks 1 and 2		
SCDHSC0230	Manage environments and resources for health care procedures in social care settings	Tasks 1 and 3	Task 1	√		
SFJCSAF2	Protect yourself from the risk of violence at work	Tasks 1 and 3	Task 1 (i & v)	Task 1		
SCDHSC0233	Develop effective relationships with individuals	Tasks 1 and 3	√	√		
SCDHSC0234	Uphold the rights of individuals	√	Task 1	√		
SCDHSC0235	Enable individuals to make their way around specific places	Tasks 1 and 3	Task 1	√		
SFHCHS1	Receive and store medication and products	Tasks 1 and 3	Task 1			
SFHCHS131	Obtain and test capillary blood samples	Tasks 1 and 3	Task 1	Task 1		
SFHCHS7	Obtain and test specimens from individuals	Tasks 1 and 3	Task 1	Task 1		
SCDHSC0239	Contribute to the care of a deceased person	Tasks 1 and 3	Task 1	Tasks 1 and 2		
SCDHSC0241	Contribute to the effectiveness of teams	Tasks 1 and 3	√	√		
SCDHSC0242	Deal with messages and information	√	Task 1	Tasks 1 and 2		
SCDHSC0243	Support the safe use of materials and equipment	Tasks 1 and 3	Task 1	√		
SCDHSC0244	Support individuals in the community	√	Task 1	√		
SCDHSC0245	Receive visitors in health and social care settings	Tasks 1 and 3	Task 1	√		
SCDHSC0246	Maintain a safe and clean environment	Tasks 1 and 3	Task 1	Tasks 1 and 2		

<b>Key</b>	
Core skill achieved	√
Partially achieved	Tasks achieved cited
Core skill not present	Empty





## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Accreditation's Regulatory Principles, version 2, 1 December 2014
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

***Access to Assessment & Qualifications*** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

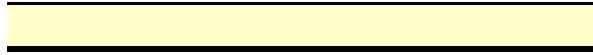
The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

City & Guilds  
**Believe you can**



[www.cityandguilds.com](http://www.cityandguilds.com)



## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
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