SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

February 2018 Version 1.1

City& Guilds

Qualification at a glance

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

Title and level	City & Guilds number
SVQ 3 Social Services and Healthcare at SCQF Level 7	4175-03

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

Contents

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

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

Structure

To achieve the **SVQ 3 Social Services and Healthcare at SCQF 7**, Learners must achieve a total of **eight** units. 37 credits must come from the **four** mandatory units 301-304. A minimum of 32 credits must come from any **four** optional units from the following 245-252, 305-311, 314-326, 328-330, 332-335, 337-339, 341, 344, 345, 348-350, 353-357, 359-369, 371-373, 375, 377, 380, 381, 383, 384, 386-391, 393, 395-398, 412, 413, 427, 431, 440, 446, 447, 451, 452, 458, 470, 476, 482, 492

City & Guilds unit number	Unit title	Unit Level	Credit value
Mandatory			
301	Promote effective communication	7	9
302	Promote health, safety and security in the work setting	7	10
303	Develop your practice through reflection and learning	7	9
304	Promote the safeguarding of individuals	7	9
Optional			
305	Contribute to the planning process with individuals	7	8
306	Support individuals to plan, monitor and review the delivery of services	7	9
307	Support individuals to use services and facilities	7	9
308	Support individuals to develop and maintain social networks and relationships	7	9
309	Promote individuals' positive self esteem and sense of identity	7	10
310	Prepare your family and networks to support individuals in your own home	7	10
311	Provide a home and family environment for individuals requiring care and support	7	9
412	Contribute to the support of individuals who have experienced harm or abuse	8	11
413	Promote positive behaviour	8	10
314	Support individuals to live at home	7	9
315	Support individuals to retain, regain and develop skills to manage their daily living	7	10
316	Support individuals to manage their financial affairs	7	10
317	Support individuals to manage direct payments	7	9
318	Support individuals to access employment	7	9
319	Support individuals to access learning, training and development opportunities	7	9
320	Support individuals to access housing and accommodation services	7	9
321	Support the spiritual well-being of individuals	7	8
322	Implement development activities to meet individuals' goals preferences and needs	7	9
323	Support individuals to continue therapies	7	9
324	Support individuals to deal with relationship problems	7	10
325	Support individuals to represent their own wishes and needs at decision-making events	7	10

326	Support individuals to access independent representation and advocacy	7	10
427	Present individuals' preferences and needs	8	9
328	Support individuals with specific communication needs	7	10
329	Support the use of technological aids to promote independence	7	8
330	Support individuals to communicate using interpreting and translation services	7	9
431	Develop programmes to enable individuals to find their way around environments	8	11
332	Support individuals to manage change in their lives	7	9
333	Support individuals to move into new living environments	7	9
334	Support individuals through bereavement	7	8
335	Support individuals at the end of life	7	10
245	Assist in the transfer of individuals between agencies and services	6	8
337	Work in partnership with carers to support individuals	7	9
338	Work with carers, families and key people to maintain contact with individuals	7	9
339	Support families in maintaining relationships in their wider social structures and environments	7	8
440	Work with families, carers and individuals during times of crisis	8	8
341	Obtain information from offenders regarding their behaviour	7	12
246	Prepare, implement and evaluate group activities	6	13
247	Supervise and enforce interventions in the community	6	11
344	Promote participation in agreed therapeutic group activities	7	10
345	Contribute to the provision of support groups	7	9
446	Contribute to addressing situations where there is risk of danger, harm or abuse	8	10
447	Reinforce positive behavioural goals during relationships with individuals	8	10
348	Support individuals with programmes to promote positive behaviour	7	11
349	Maintain effective working relationships with staff in other agencies	7	9
350	Participate in inter-disciplinary team working to support individuals	7	10

451	Support the development of community networks and partnerships	8	10
452	Work with community networks and partnerships	8	9
353	Contribute to raising awareness of health issues	7	9
354	Support the development of networks to achieve planned outcomes	7	9
355	Recruit and place volunteers	7	9
356	Plan, organise and monitor volunteering activities	7	8
357	Lead and motivate volunteers	7	9
458	Manage learning and development in groups	8	10
359	Facilitate learning through presentations in health and social care settings	7	9
360	Promote effective relationships with individuals	7	9
361	Promote the rights and diversity of individuals	7	10
362	Support individuals to manage their own health and social well-being	7	10
363	Process information for use in decision-making	7	8
364	Assess performance in health and social care services	7	9
365	Promote the effectiveness of teams	7	9
366	Support individuals to use medication in social care settings	7	9
367	Manage your relationship as an employee of the individual you support	7	9
368	Model pro-social behaviour when working with individuals	7	8
369	Carry out screening and referral assessment	7	9
470	Carry out assessment to identify and prioritise needs	8	10
371	Carry out comprehensive substance misuse assessment	7	10
372	Help individuals address their substance use through an action plan	7	10
373	Assess and act upon immediate risk of danger to substance users	7	9
248	Interact with individuals using telecommunications	6	8

375	Counsel individuals about their substance use using recognised theoretical models	7	10
476	Counsel groups of individuals about their substance use using recognised theoretical models	8	10
377	Carry out extended feeding techniques to ensure individuals nutritional and fluid intake	7	8
249	Undertake routine clinical measurements	6	8
250	Move and position individuals	6	8
380	Recognise indications of substance misuse and refer individuals to specialists	7	9
381	Test for substance use	7	8
482	Identify the physical health needs of individuals with mental health needs	8	9
383	Raise awareness about substances, their use and effects	7	10
384	Provide first aid to an individual needing emergency assistance	7	9
251	Administer medication to individuals	6	8
386	Encourage and support individuals undergoing dialysis therapy	7	8
387	Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation	7	8
388	Support individuals who are substance users	7	10
389	Supply and exchange injecting equipment for individuals	7	8
390	Support individuals through detoxification programmes	7	10
391	Provide services to those affected by someone else's substance use	7	9
492	Work with families, carers and individuals during times of crisis	8	8
393	Obtain venous blood samples	7	8
252	Manage environments and resources for use during healthcare activities	6	10
395	Undertake tissue viability risk assessment for individuals	7	8
396	Promote the development of children and young people	7	11
397	Deliver services to families, children and young people from diverse cultural and language communities	7	9

| 398 | Support individuals, families and communities to commission their own services | 7 | 8 |

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
- 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

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.

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**.
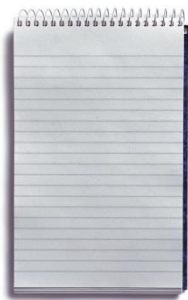
4   Assessment

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 a 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.

Unit 301   Promote effective communication (SCDHSC0031)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote effective communication within a work setting where individuals are cared for or supported. This includes establishing understanding of individuals' communication preferences and needs, supporting individuals to communicate, communicating effectively on difficult, complex and sensitive issues and communicating with others through records and reports.

Performance criteria

You must be able to:

Establish understanding about individuals' communication

P1   work in ways that promote **active participation** when establishing with the **individual** their preferred method of communication and language and any **extra support** or specific aids required

P2   support the individual to express how they want to **communicate**

P3   observe the individual to identify their verbal and non-verbal communication styles

P4   seek information and advice from **key people** and **others** where you have difficulty communicating using the individual's preferred communication method and language

P5   recognise when communication methods are proving to be ineffective

P6   seek information and advice when issues relating to communication are beyond your expertise

P7   establish the individual's agreement to pass on information about their communication and language needs and preferences, taking account of their abilities and preferences

Support individuals to interact through communication

P8   develop relationships with the individual and key people that promote communication

P9   arrange the environment to minimise **barriers to communication**

P10   make sure that any extra support or specific aids to communication are available

P11   support the individual to communicate using their preferred language and methods of communication

P12   encourage the individual to use any extra support or specific aids

P13   pay full attention to the individual when **listening** to them

P14   use styles and methods of communication that are most likely to meet the individual's preferences and needs

P15   respond to the individual in a way that shows you value and respect them

P16   adapt your communication when it is proving ineffective

P17   support the individual to engage with key people and others

P18   support people to communicate using the individual's preferred methods of communication and to understand their responses

P19   encourage the individual to communicate their feelings and emotions in ways that will help you and other people to understand them

P20   work together to overcome barriers to communication

Communicate effectively about difficult, complex and sensitive issues

P21   agree with the individual how to arrange the environment when difficult, complex or sensitive issues are to be addressed

P22   communicate in ways that are appropriate to the content and purpose of the issue and sensitive to the individual's needs, concerns and reactions

P23   pace the interaction to allow the individual sufficient time to understand the content of the communication and for you to understand their reactions

P24   support the individual to express their responses to the issue

P25   work with the individual to achieve shared understanding about the issue and its impact

P26   maintain confidentiality within legal and work setting requirements and taking account of the individual's safety and welfare

Communicate using records and reports

P27   work with the individual to maximise their active participation in the updating and maintenance of records and reports, in keeping with their abilities and preferences and within legal and work setting requirements

P28   exchange verbal reports with others to inform their work and yours

P29   seek permission from appropriate people to access records and reports

P30   access records and reports needed to inform your work

P31   support the individual to understand records and reports concerning them

P32   complete records and reports to inform others of your work with the individual, in accordance with legal and work setting procedures and requirements

P33   report any signs and symptoms that indicate a change in the care and support needs of the individual, in accordance with work setting requirements

P34   complete records and reports about any decisions made and actions taken regarding the care and support needs of the individual

P35   complete records and reports about any conflicts in decisions that have arisen and actions taken to resolve them

P36   seek support to address any difficulties you have in accessing and updating records and reports

P37   maintain the security of records and reports in line with confidentiality agreements and legal and work setting **policies and procedures**

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your knowledge and practice about communication with individuals, key people and others

K36   how to find out about individuals' communication preferences and needs

K37   why effective communication is important in the work setting

K38   how communication differences and difficulties can affect the identity, self-esteem and self-image of individuals

K39   methods, extra support and specific aids that can help promote communication with and by individuals

K40   how to arrange environments and position yourself to maximise communication and interaction

K41   environments that are most appropriate for communicating on difficult, complex and sensitive issues

K42   principles of active listening

K43   how to record written information with accuracy, clarity, relevance and an appropriate level of detail

K44   how and where electronic communication can and should be used for communicating, recording and reporting

K45   where, why and how to access permission to access records and reports

K46   the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals

Unit 301   Promote effective communication (SCDHSC0031)

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

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the individual including disability, disadvantage, anxiety or distress

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 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.

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

Unit 302 Promote health, safety and security in the work setting (SCDHSC0032)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote the health, safety and security of yourself and others for whom you are responsible within settings where children, young people or adults are cared for or supported. This includes monitoring and maintaining health, safety and security, promoting working practices that are safe, healthy and secure and minimising risks arising from emergencies.

Performance criteria

You must be able to:

Maintain health, safety and security in the work setting

P1 follow organisational safety and security procedures while in the **work setting**

P2 ensure that appropriate people know where you are at all times

P3 monitor work areas and **working practices** to ensure that they are safe and free from **hazards** and conform to legal and work setting requirements for health and safety

P4 before starting and while carrying out work activities, identify health, safety and security issues that may present **risks** to yourself or other people

P5 minimise identified health, safety and security risks

P6 take account of **individuals'** preferences and needs when you ensure your own safety and that of individuals and other people during your work activities

P7 check people's right to enter or to be in and around the premises and the environment in which you are working

P8 take action in line with legal and work setting requirements to deal with people who do not have a right to enter or to be present

P9 take action in line with legal and work setting requirements to ensure that equipment and materials are used and stored correctly and safely

P10	take action in line with legal and work setting requirements to deal with the spillage of hazardous and non hazardous materials
P11	take action in line with legal and work setting requirements to dispose of waste immediately and safely
P12	report health and safety issues in accordance with legal and work setting requirements
P13	complete health, safety and security records within confidentiality agreements and according to legal and work setting requirements
P14	seek additional support in relation to health, safety and security issues when necessary

Promote health and safety in the work setting

P15	operate within the limits of your own role and responsibilities in relation to health and safety
P16	act as a role model in promoting health, safety and security
P17	support others to understand and follow correct safety procedures
P18	work with others to identify, minimise and manage potential risks and hazards in the working environment and when carrying out work activities
P19	take appropriate action where there is the likelihood of an accident or injury
P20	use appropriate **risk assessments**
P21	support others to use appropriate risk assessments
P22	use safe procedures and techniques for moving and handling
P23	support others to use safe procedures and techniques for moving and handling
P24	use **approved methods and procedures** when carrying out potentially hazardous work activities
P25	support others to use approved methods and procedures when carrying out potentially hazardous work activities
P26	encourage others to identify and report any issues in the working environment that may put themselves or others at risk
P27	support others to identify and report any issues they have identified
P28	support others to complete health and safety records correctly

Minimise risks arising from emergencies

P29	make informed decisions about actions to take when risk factors and hazards may cause an incident or emergency
P30	take appropriate and immediate action to deal with health and environmental emergencies and incidents
P31	provide support and assistance within your own competence until someone who is qualified to deal with the emergency is available
P32	make the area around the person at the centre of the emergency as private and safe as possible
P33	follow correct safety procedures during incidents and emergencies
P34	help others to follow correct safety procedures during incidents and emergencies

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

P35   offer appropriate support to others involved in the incident or
        emergency

P36   complete records and reports on incidents and emergencies within
        confidentiality agreements and according to legal and work setting
        requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity,
        discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and
        active participation

K3   your duty to report any acts or omissions that could infringe the
        rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance
        relevant to your work, your work setting and the content of this
        standard

K7   your own background, experiences and beliefs that may have an
        impact on your practice

K8   your own roles, responsibilities and accountabilities with their
        limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom
        you work

K10   how to access and work to procedures and agreed ways of working

K11   how to work in partnership with individuals, key people and others

K12   how to manage ethical conflicts and dilemmas in your work

K13   how to challenge poor practice

K14   how and when to seek support in situations beyond your
        experience and expertise

Health and Safety

K15   your work setting policies and practices for monitoring and
        maintaining health, safety and security in the work environment

K16   practices for the prevention and control of infection in the context
        of this standard

Safeguarding

K17   the responsibility that everyone has to raise concerns about
        possible harm or abuse, poor or discriminatory practices

K18   indicators of potential harm or abuse

K19   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K20   what to do if you have reported concerns but no action is taken to address them

Handling information

K21   legal requirements, policies and procedures for the security and confidentiality of information

K22   legal and work setting requirements for recording information and producing reports

K23   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K24   legislation and work setting procedures to prevent and control infection

K25   aspects of your own health and hygiene that can help prevent the spread of infection

K26   legislation and work setting requirements for dealing with incidents and emergencies

K27   different kinds of incidents and emergencies that may arise in your work setting

K28   your responsibility for keeping yourself and others safe within your work role and environment

K29   additional hazards to consider when working alone

K30   how to take responsibility for your own health and wellbeing

K31   practices for safe moving and handling

K32   approved methods and procedures for potentially hazardous activities you undertake at work

K33   national and local guidance on falls prevention and factors that impact on falls

K34   principles of risk assessment and risk management

Unit 302   Promote health, safety and security in the work setting (SCDHSC0032)

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 **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

Appropriate and immediate action may include summoning emergency assistance

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

Emergencies are occurrences that present immediate and threatening danger to people, goods and/or the environment; they may relate to fire, security, serious accidents, minor accidents or first aid

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

Incidents require immediate attention to avoid possible danger and harm to people, goods and/or the environment. They may include intruders; chemical spillages; lost items such as keys; missing individuals; individuals locked out; contamination risk; aggressive and dangerous encounters; bomb scares

An **individual** is the adult, child or young 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

Risk assessments are documents that identify actual and potential risks and specify actions to address these

Working practices may include activities; procedures; use of materials or equipment; working techniques

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community.

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

Unit 303   Develop your practice through reflection and learning (SCDHSC0033)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements for reflecting on and developing your practice within settings where individuals are cared for or supported. This includes reflecting on your own practice in the workplace and taking action to enhance your practice by using opportunities for development.

Performance criteria

You must be able to:

Reflect on your own practice

P1   communicate to **others** the importance of being a reflective practitioner

P2   analyse with **individuals**, **key people** and others what is required for competent, effective and safe practice in your job role

P3   use reflection to review your own knowledge, skills, attitudes and behaviours

P4   reflect on how any life experiences and **personal beliefs** might affect your work

P5   evaluate with individuals, key people and others how well you carry out your work to achieve outcomes and promote **active participation**

P6   analyse the areas of your work where literacy, numeracy and information technology skills are necessary

P7   demonstrate where you have used literacy, numeracy and information technology skills in your work

P8   evaluate with others how your practice and skills could be improved

Take action to enhance your practice

P9   use support to identify strengths within your practice

P10   use support to reflect on and identify ways that your practice can be enhanced

P11   prioritise aspects of your practice that need to be strengthened

P12   take action, with support, to identify **development opportunities** that will enhance your knowledge and practice

P13   agree with others your **personal development plan**

P14   access development opportunities

P15   apply new learning to your practice

P16   evaluate how effective the development opportunities have been in enhancing your practice

P17   share with others how reflection has led to improved ways of working

P18   revise your personal development plan to take account of personal growth, skills enhancement and new challenges

P19   keep up-to-date records of your personal and professional development, according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   conflicts and dilemmas that may arise in relation to rights and how to address them

How you carry out your work

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   how to work in partnership with individuals, key people and others

Personal and professional development

K8   principles of reflective practice and why it is important

K9   how to access information and support on knowledge and best practice relevant to your work

K10   your role and the role of others in evaluating and developing your skills and knowledge through supervision and appraisal or other arrangements

K11   the range of learning opportunities and how to access them

K12   how to use learning opportunities effectively to improve your knowledge and practice, including learning from day to day experiences

K13   how to apply learning and transfer skills into new situations

Unit 303 Develop your practice through reflection and learning (SCDHSC0033)

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

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 development 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

Unit 304 Promote the safeguarding of individuals (SCDHSC0035)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements associated with safeguarding which must permeate all your work with individuals. The standard addresses the requirement to establish your own understanding about safeguarding and what you must do in cases of actual or potential harm or abuse. The requirements also include developing relationships that promote safeguarding, promoting rights and inclusion, working in ways that promote wellbeing and supporting individuals to keep themselves safe.

Performance criteria

You must be able to:

Maintain your understanding and awareness of harm, abuse and safeguarding

P1 demonstrate understanding of factors, situations and actions that may cause or lead to **harm** and **abuse**

P2 demonstrate understanding of signs and symptoms that may indicate that an individual has been, or is in danger of being, harmed or abused

P3 demonstrate understanding of legal requirements, local procedures and your own accountability where there are concerns that an individual has been, or is in danger of being, harmed or abused

P4 demonstrate understanding of the role of different agencies and the central place of multi-agency working in the **safeguarding** of individuals

P5 demonstrate understanding of the actions you need to take when harm or abuse is suspected or has been disclosed, in line with local procedures and the responsibilities and boundaries of your role

P6 demonstrate understanding of actions you must take and those you must avoid in order to protect the integrity of evidence relating to possible harm or abuse

P7   reflect on your own behaviour and values to ensure that they do not contribute to situations, actions or behaviour that may be harmful or abusive

Implement practices that help to safeguard individuals from harm or abuse

P8   monitor actions, behaviours and situations that may lead to harm or abuse

P9   monitor significant changes in an individual's emotional or physical health, personal appearance or behaviour

P10   follow required procedures for reporting concerns about the welfare of an individual and any actions, behaviours or situations that may lead to harm or abuse

P11   keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern

P12   use supervision and support to consider the impact on yourself and other people of suspected or disclosed harm or abuse

Develop relationships that promote safeguarding

P13   establish **relationships** that support trust and rapport with the **individual** and **key people**

P14   establish relationships in which the individual and key people are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution

P15   use the individual's preferred communication methods and language

P16   support the individual to **communicate** their views and preferences

P17   explain to the individual your responsibilities to disclose any information about potential or actual harm or abuse

P18   maintain confidentiality within the boundaries of your own role and the safeguarding of individuals

Promote rights and inclusion

P19   provide information to the individual and key people about their rights and responsibilities

P20   work with the individual in ways that respect their dignity, privacy, beliefs, preferences, culture, values and rights

P21   work with the individual, key people and others to balance rights, responsibilities and risks

P22   ensure your own actions promote equity and inclusion and do not discriminate

P23   take appropriate steps when the actions of others are discriminatory

Work in ways that promote well-being

P24   support key people and **others** to recognise and respect the **background** and preferences of the individual

P25   work with the individual in **person centred** ways

P26 work with the individual in ways that recognise the impact that experiences, losses and life events have had on their lives

P27 work with the individual in ways that promote their self esteem, sense of security and belonging

P28 work with the individual in ways that maximise their **active participation**, independence and responsibility

P29 support the individual to maximise their decision-making and control over their lives

Support individuals to keep themselves safe

P30 promote the individual's awareness of personal safety

P31 promote the individual's awareness of risks associated with the use of electronic communications

P32 work with the individual, key people and others to challenge practices that may lead to harm or abuse

P33 support the individual and key people to express concerns or make complaints

Knowledge and understanding

You need to know and understand:

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in promoting individuals' rights, choices, wellbeing and active participation

K3 your duty to report any acts or omissions that could infringe the rights of individuals

K4 how to deal with and challenge discrimination

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

How you carry out your work

K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7 your own background, experiences and beliefs that may have an impact on your practice

K8 your own roles, responsibilities and accountabilities with their limits and boundaries

K9 the roles, responsibilities and accountabilities of others with whom you work

K10 how to access and work to procedures and agreed ways of working

K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12 the prime importance of the interests and well-being of the individual

K13 the individual's cultural and language context

K14 how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35 legislation and national policy relating to the safeguarding and protection of children and young people

K36 **types of harm and abuse**

K37 **factors that may make someone more vulnerable** to harm or abuse

K38 common features of perpetrator behaviour and grooming

K39 correct actions to take if harm or abuse is suspected, disclosed or alleged

K40 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm and abuse

K41 how to protect yourself and others from harm and abuse when in a work setting or working alone

Unit 304　　　　Promote the safeguarding of individuals (SCDHSC0035)

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 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

Unit 305   Contribute to the planning process with individuals (SCDHSC0328)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to the planning process with individuals. This includes contributing to assessing the preferences and needs of individuals in relation to their care or support, supporting the development and implementation of care or support plans and contributing to the review of these plans.

Performance criteria

You must be able to:

Contribute to assessing the preferences and needs of individuals

P1   identify your own role and responsibilities in assessing the preferences and needs of the **individual**

P2   identify the role and responsibilities of the individual, **key people** and **others** in the assessment process

P3   work with others to confirm that the individual and key people understand the assessment process

P4   gain agreement from the individual to access and review **information** about their preferences and needs

P5   work with others to ensure that the assessment process is **adapted** where necessary to enable the individual to have ownership of it

P6   access any **extra support** you need to enable the individual to **communicate** during the assessment process

P7   support the individual and key people to express their preferences and needs in relation to the individual's care and support and the outcomes they wish to achieve

P8   support the individual and key people to highlight any risks arising from the preferences, needs and outcomes identified

P9   ensure the views of the individual, key people and others are taken into account when providing feedback on the individual's health, care and support needs, their preferences and any associated risks

P10   work with all involved to agree the assessment of the individual's preferences and needs and the outcomes that any care or support should aim to achieve

P11   work with others to ensure that the assessment information is available to the individual and key people in accessible form

P12   support the individual and key people to understand the assessment information

Support the development of care or support plans

P13   identify your role and responsibilities in supporting the development of the individual's **care or support plan**

P14   promote the **active participation** of the individual in the planning process

P15   contribute to consultations about the development of the care or support plan, ensuring that their assessed preferences and needs are taken fully into account

P16   support the individual and key people to understand why there may be challenges in fully achieving the individual's preferences within the care or support plan

P17   work with others to ensure that the plan is available to the individual and key people in accessible form

P18   support the individual and key people to understand the plan and its implications and to complete any paperwork required to enable the plan to be implemented

P19   where appropriate, support the individual and key people to compliment, challenge or complain about the assessment and planning processes and their content

Support the implementation of care or support plans

P20   identify your role and responsibilities in implementing the individual's care or support plan

P21   support the individual and key people to understand the arrangements for the implementation of the plan

P22   ensure that you are able to carry out the activities within the plan for which you are responsible

P23   support others to carry out the activities for which they are responsible

P24   observe the individual when you carry out activities

P25   support the individual, key people and others to monitor changes in the individual's preferences, needs and circumstances

P26   check your observations with the individual, key people and others

P27   complete records and reports in accordance with work setting requirements on any significant changes to the individual's preferences, needs and circumstances and any risks that may arise from them

P28   work with all involved to adjust implementation of the plan to take account of changes arising from its impact on the health and social well-being of the individual

Contribute to reviewing care or support plans

P29   confirm your own responsibilities and those of others in providing feedback on the implementation of the individual's care or support plan

P30   support the individual and key people to identify parts of the plan which best meet the individual's preferences and needs

P31   support the individual and key people to identify parts of the plan that need changing

P32   support the individual and key people to identify changes to the individual's preferences, needs and circumstances that could affect the plan and its implementation

P33   provide feedback to the appropriate people on the strengths and limitations of the plan in achieving outcomes and meeting the preferences and needs of the individual

P34   support the individual and key people to understand how their feedback will be used to inform changes to the plan

P35   where there are differences of view or conflicts about feedback and observations, follow work setting procedures and practices to address the issues raised

P36   contribute to meetings and discussions to agree revisions to the implementation of the care or support plan

P37   contribute to implementing any changes to the plan that are within your role and responsibilities

P38   work with the individual to complete any paper work required to enable the revised plan to be implemented

P39   complete records and reports on the review and revision of the care or support plan in accordance with your role and responsibilities, work setting requirements and confidentiality agreements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   the importance of holistic and person centred approaches in the assessment and planning processes

K36   the importance of specifying outcomes and review points

K37   how assessment and planning processes could be adapted to ensure that individuals have ownership of their own assessment and plan

K38   methods of working in partnership to monitor, review and evaluate care or support plans

K39   methods of supporting the individual to lead or participate fully in assessments, planning and reviews

K40   methods of supporting the individual to understand and take responsibility for promoting their own health and care

K41   methods of supporting the individual to identify how their support needs should be met and to assess and manage risks to their health and well-being

K42   role of relationships and support networks in the assessment of individual needs and support planning, implementation and review

K43   the significant changes that are likely to affect the needs and circumstances of the individual and how these will impact on the assessment of their needs and the development, implementation and review of care or support plans

K44   reasons for revising care or support plans regularly and how to deal with the effects that revisions may have on the individual

Unit 305 Contribute to the planning process with individuals (SCDHSC0328)

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

Adapted may include adjusting the pace of the process; changing times and locations for meetings or assessment activities; adapting assessment materials and activities; ensuring information is presented in accessible formats; using assistive technology

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, symbols, pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

Extra support could include the use of key people and other professionals such as interpreters, translators, signers etc or specialist equipment to aid the individual's communication

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

Information may include any plans, care or support needs assessments, records and reports relevant to the individual's preferences and 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.

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 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

Unit 306 Support individuals to plan, monitor and review the delivery of services (SCDHSC0329)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirement when you support individuals to take an active role in the planning and review of services to achieve outcomes and objectives. This includes supporting individuals to participate in planning the services, to be involved in monitoring activities and to contribute to reviewing service delivery.

Performance criteria

You must be able to:

Support individuals to plan the delivery of services

P1 support the **individual** to provide and evaluate **information** that contributes to identifying current need for service provision and planning future developments

P2 work with the individual to identify the outcomes and objectives that services need to achieve

P3 contribute to consultations with the individual and **key people** and service providers on the strengths and weaknesses of current service options

P4 identify any conflicts of opinion and interest in the discussion

P5 contribute to discussions with the individual and others about methods of achieving the objectives and planned outcomes of service delivery

P6 provide accurate **resource information** to assist in the planning and costing of the services

P7 contribute to developing a plan for services to meet outcomes and objectives

P8 contribute to identifying, with the individual and others, the positive aspects, **risks** and shortfalls in services within the agreed plan

Support individuals to monitor the delivery of services

P9   support the individual in agreeing methods to be used to monitor the service

P10   contribute to ensuring that all involved understand their roles and responsibilities in monitoring delivery

P11   collect monitoring information within confidentiality agreements and according to legal, statutory and work setting requirements

P12   support the individual and key people in monitoring the service delivery

P13   support the individual to provide feedback on the service and the outcomes achieved

P14   contribute to the collation of monitoring information

P15   complete records and reports about the outcomes from the monitoring activities, in accordance with legal and work setting requirements

Support individuals to review the delivery of services

P16   support the individual in planning the **review process**

P17   work with the individual, key people and others to evaluate information, including monitoring information, about how well the services provided are achieving the planned outcomes

P18   support the individual and all involved to identify the strengths of the services provided

P19   support the individual and all involved to identify service deficiencies, unmet needs and changes needed in the light of the review

P20   contribute to agreeing any adjustments that are required with the individual, key people and others

P21   contribute to agreeing with the individual, key people and others how and when changes will be implemented

P22   contribute to agreeing with the individual, key people and others who will be responsible and accountable for the implementation

P23   inform all concerned with the implementation about the changes and the timescales for these, according to your role and responsibilities

P24   report the results of the review according to your role and responsibilities

P25   complete records and reports about the review and its results in accordance with legal and work setting requirements

P26   distribute the results of the review according to your role, within confidentiality agreements and according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   the role of relationships and support networks in promoting the well-being of the individuals with whom you work

K36   methods of supporting the individual to express their needs and preferences, to understand and take responsibility for promoting their own health and care

K37   methods of supporting the individual to identify how their care needs should be met and to assess and manage risks to their health and well-being

K38   the procedures for reporting shortfalls in available resources to the appropriate authority

K39   the importance of person-centred approaches to planning and how these differ from service-led planning

K40   factors which will influence the availability and relevance of planning options and the timescales for different options

K41   reasons for changing resources and the effect these may have on the individual

K42   how to contribute to planning, monitoring and reviewing services and service delivery

K43   methods of monitoring and evaluating services and their implication for practice

Unit 306   Support individuals to plan, monitor and review the delivery of services (SCDHSC0329)

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

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.

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 could be financial, physical (including materials and equipment) or human resources. It could also refer in this instance to your own skills and time, the skills and time of another worker in or beyond your own work setting; services or support available in or outside of your own work setting and/or support from within the individual's own network

The **review process** includes who needs to be involved in the review, its purpose and how and when it will be carried out. It also includes agreeing the contribution, the differing perspectives and the responsibilities of those involved in the review

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

Unit 307 Support individuals to use services and facilities (SCDHSC0330)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when promoting the use of services and facilities by individuals. This includes supporting individuals to identify, select, access and use the services and facilities they need and then to evaluate them.

Performance criteria

You must be able to:

Support individuals to identify services and facilities they need

P1 support the **individual** and **key people** to identify what they need in order to maintain or improve their health and social well-being

P2 support the individual to identify their own strengths, strengths within their personal networks and any gaps that need to be addressed

P3 work with the individual to identify **services and facilities** that may contribute to addressing gaps

P4 gain agreement to access and review information on the services and facilities the individual needs to access

P5 work with the individual, key people and **others** to review the options available

P6 work with the individual to identify their preferences for services and facilities and any risks that need to be managed

P7 work with the individual and key people to select the services and facilities that will best meet the individual's preferences and assessed needs

Enable individuals to use services and facilities

P8 work with the individual to identify what needs to be in place to enable them to access and use the agreed services and facilities, taking account of any special requirements

P9 work in ways that promote **active participation** to support the individual to access the selected services and facilities

P10   support the individual and key people to complete documents to enable them to access the services and facilities

P11   support the individual to acquire the assistance they require to make use of their selected facilities and services

P12   support the individual to use the agreed services and facilities

Enable individuals to evaluate services and facilities used

P13   support the individual to identify methods and timescales for evaluating how the services and facilities have contributed to their well-being

P14   encourage the individual and key people to give feedback on the services and facilities they have identified and used

P15   encourage the individual and key people to give feedback on any experiences relating to discrimination or exclusion

P16   encourage the individual and key people to give feedback on which services and facilities have been beneficial to their well-being and those that have been less helpful

P17   support the individual and key people to evaluate the impact of services and facilities on their health, well-being and quality of life

P18   support the individual to identify any changes that would improve outcomes from the services and facilities

P19   support the individual and key people to achieve the changes they have identified in the services and facilities that they have used

P20   complete records and reports on actions, procedures and outcomes from the evaluation, in accordance with legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9 the roles, responsibilities and accountabilities of others with whom you work

K10 how to access and work to procedures and agreed ways of working

K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12 the prime importance of the interests and well-being of the individual

K13 the individual's cultural and language context

K14 how to build trust and rapport in a relationship

K15 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K16 how to work in partnership with individuals, key people and others

K17 how to manage ethical conflicts and dilemmas in your work

K18 how to challenge poor practice

K19 how and when to seek support in situations beyond your experience and expertise

Theory for practice

K20 the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K21 theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K22 principles of reflective practice and why it is important

Communication

K23 factors that can affect communication and language skills and their development in children, young people and adults

K24 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K25 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K26 practices for the prevention and control of infection in the context of this standard

Safeguarding

K27 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K28 indicators of potential harm or abuse

K29 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K30 how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K31   legal requirements, policies and procedures for the security and confidentiality of information

K32   legal and work setting requirements for recording information and producing reports

K33   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K34   how and where to access information and support that can inform your practice about individuals accessing, using and evaluating services and facilities

K35   how you can access, review and evaluate information about resources, services and facilities relevant to the needs and preferences of the individuals with whom you work

K36   how power and influence can be used and abused when supporting individuals to access, use and evaluate services and facilities

K37   the role relationships, support networks, services and facilities provide in promoting the individuals' well-being

K38   how to keep services and facilities informed about the needs of the individuals and any changes that might be necessary

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Unit 307   Support individuals to use services and facilities (SCDHSC0330)

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 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.

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

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 308 Support individuals to develop and maintain social networks and relationships (SCDHSC0331)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when supporting individuals to develop and maintain social networks and relationships. This includes supporting them to identify their preferences and needs for social networks and relationships. It addresses support for developing new relationships and for maintaining existing ones. It also covers supporting individuals to stay safe within their relationships.

Performance criteria

You must be able to:

Support individuals to identify their preferences and needs in respect of social networks and relationships

P1   support the **individual** to identify their preferences and needs in respect of social networks and relationships

P2   use documents, materials, naturally occurring events and specific activities to help the individual **communicate** their preferences and needs

P3   support the individual to identify the advantages and possible difficulties of developing and maintaining relationships and social networks

P4   support the individual to recognise any relationships or networks that may be detrimental to them

P5   take account of any legal requirements or restrictions when supporting the individual to identify their preferences and needs

P6   confirm with the individual their views on which social networks and relationships they want to maintain, develop, restore and withdraw from

Support individuals to develop new social networks and relationships

P7   confirm with the individual where they want to develop new relationships or social networks

P8   support the individual and **key people** to identify what they need to do, currently and in the future, to develop new relationships and social networks

P9   support the individual to recognise the benefits of building relationships with people or groups who share the same interests as themselves

P10   support the individual to develop new social networks and relationships, in ways that promote the individual's **active participation**

P11   ensure that known **risks** are being managed and reviewed regularly

P12   provide appropriate support where the individual experiences difficulties in developing a relationship or where they appear to become isolated

P13   ensure that legal, ethical and spiritual requirements are taken into account when supporting the individual to develop new social networks and relationships

Support individuals to maintain supportive relationships

P14   help the individual to recognise the benefits of keeping in contact with key people, taking account of any legal restrictions

P15   encourage the individual to keep in contact with key people, providing support where necessary

P16   respect the individual's wishes and rights for privacy and confidentiality when they invite friends or family members to spend time with them

P17   encourage the individual, their friends and family members to be involved in activities and outings within and outside the individual's usual environment

Support individuals to maintain their safety and wellbeing within relationships

P18   support the individual to avoid relationships and involvement in social networks that are abusive or could lead to **danger**, harm or abuse

P19   support the individual to understand any restrictions that are placed on contact with specific people and groups and the reasons for these

P20   where necessary, supervise visits to safeguard the individual and others

P21   support the individual to recognise abusive relationships and how to report them

P22   support the individual to end contact with particular people and social networks where these could lead to danger, harm or abuse

P23   support the individual to cope with any distress when a relationship ends

P24   make use of specialist help where the individual has specific relationship problems, within confidentiality agreements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice about supporting individuals to develop and maintain social networks and relationships

K36   the role of relationships and social networks in promoting individuals' well-being

K37   the ways in which relationships are formed, may change and can be ended and the effect this may have on individuals

K38   types of contact and relationships that can be beneficial and those that can be detrimental to the individuals with whom you are working

K39   situations when individuals, key people and others may be at risk from contact with social networks and relationships and how to assess and deal with these

K40   methods of working with individuals and their networks to maintain or end existing contacts including through the use of the internet and social networking sites

K41   the benefits and challenges of using the internet and social networking sites for developing and maintaining relationships

K42   methods of ensuring individuals understand the need to maintain existing contacts with individuals and networks

K43   methods of ensuring individuals understand the need to move on from old relationships

K44   methods of ensuring individuals understand the need to form and maintain new relationships

K45   methods of ensuring individuals understand the need to avoid contact with those people and groups where limitations have been placed upon them

K46   issues that are likely to arise when supporting individuals to develop, maintain and move on from contacts and relationships and how to support the individuals to deal with these

Unit 308 Support individuals to develop and maintain social networks and relationships (SCDHSC0331)

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

Danger is the possibility of harm or abuse happening imminently; in the short term; in the medium term; in the longer term

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.

Risks involve the likelihood of danger, harm or abuse arising from anything or anyone and could include the possibility of danger, damage and destruction to the environment and goods; injury and harm to people; self-harm and abuse.

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 309   Promote individuals' positive self-esteem and sense of identity (SCDHSC0332)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when promoting individuals' self esteem and sense of identity. This includes working with individuals to identify difficulties associated with their self esteem and sense of identity and supporting them to implement strategies likely to develop more positive self images. It also includes working together to evaluate strategies and the support provided.

Performance criteria

You must be able to:

Support individuals to identify their strengths and needs relating to self esteem and identity

P1   support the **individual** to identify things that have an impact, positive or negative, on their self-esteem and self image

P2   support the individual to identify aspects of their culture and personal history that are important to their identity

P3   support the individual to identify the interests, experiences and abilities they have that are important to their self esteem and sense of identity

P4   support the individual and **key people** to **communicate** concerns about the individual's self image and self esteem and the impact on their well-being

P5   establish with the individual and key people the outcomes that they wish to achieve in relation to self esteem and identity

P6   seek support where there are signs that low self-esteem, self image and sense of identity are damaging the individual's well being in ways that are beyond your expertise to address

Support individuals to develop more positive self esteem and self image

P7   ensure that your own work with the individual always respects their culture and builds upon their identity, experiences, expertise and abilities

P8   use naturally occurring opportunities to explore with the individual how they can enhance their self esteem and a positive self-image

P9   work with the individual to identify the aspects of their life that can be built upon to develop their self esteem and a positive self-image

P10   support the individual to identify the aspects of their life which have a negative impact on their self esteem and which can be changed

P11   work with the individual, key people and **others** to select **strategies** for building on positive aspects of the individual's life and making changes to negative aspects

P12   agree with the individual and others the level and type of support required to enable the strategies to be implemented

P13   carry out your agreed role in supporting the individual to implement the strategies and develop their self image

Work with individuals to evaluate support for developing positive self esteem and sense of identity

P14   work with the individual and key people to identify how they can participate in evaluating the support provided to meet outcomes in relation to positive self esteem and sense of identity

P15   support the individual to evaluate the benefits and any detrimental effects of the strategies adopted and the support provided

P16   support the individual to identify the level and type of support they require to continue maintaining their self esteem and sense of identity in the future

P17   collate feedback from the individual, key people and others to inform the evaluation

P18   contribute to the evaluation of the strategies adopted and the support provided

P19   agree what works well and what needs to be changed in future

P20   complete records and reports on actions, processes and outcomes from working with the individual to address relationship problems, in accordance with legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice about supporting individuals' self esteem and identity needs

K36   how to support the individuals with whom you work to develop a positive sense of identity, self-image and self-esteem, taking account of their needs and circumstances and any changes that are still likely to occur

K37   ways in which people with profound and multiple disabilities can be supported to develop a positive self image and self esteem

K38   ways in which individuals' culture and life experiences can inform their sense of identity

K39   the importance of demonstrating positive regard for individuals and the impact on their self esteem where positive regard is lacking

K40   how individuals with a low sense of identity, self-image and self-esteem can be more open to exploitation and ways that such exploitation can be prevented

Unit 309　　Promote individuals' positive self-esteem and sense of identity (SCDHSC0332)

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

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.

Strategies may include approaches, methods and activities.

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 310 Prepare your family and networks to support individuals in your own home (SCDHSC0333)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements for preparing your family and networks prior to providing a home for an individual who requires care and support. This entails obtaining information and using this to prepare your family and networks to welcome the individual. It also includes evaluating your home and family situation and the care you are able to offer to individuals. Finally, the standard requires you to identify the skills and knowledge required to provide a home for individuals and reflect on your practice as a care provider to ensure that individuals' experiences are safe and supportive.

Performance criteria

You must be able to:

Use information to prepare yourself, your family and your wider networks for providing a home for individuals

P1 acquire information from the **placement organiser** about the **individual** for whom you will provide a home

P2 clarify additional information about the individual to help you understand their unique circumstances and specific needs

P3 discuss with family members and those in your **networks** about the rights, duties and responsibilities of all involved in providing a home for individuals

P4 examine with your family, networks and others the statutory requirements of providing a placement for individuals

P5 reflect on the emotional impact that requiring a placement may have on the individual

P6 explore the needs of the individual requiring care, taking account of their cultural, spiritual, physical and emotional needs

P7 discuss with family members the likely support needs and known preferences of the individual

P8 clarify with the placement organiser the contact which the individual will have with their own family and networks

P9 ensure through discussion with the placement organiser that the individual's contact with their own family and networks is safe and does not pose any **risk**

P10 consider any implications for your own family that offering a placement to a particular individual might have

P11 confirm information about the support that you and your family can expect from the placement organiser and **others** while you are providing a home for the individual

Evaluate you own home situation and the care you are able to offer to individuals

P12 reflect with your family on how your lives and living arrangements will be affected by providing a home for the individual

P13 discuss with family members and others any risks and additional help and support the individual might need whilst living within your home

P14 explore with your family and networks ways to show respect for the individual as an adult

P15 agree with your family any extra help your family might need to enable them to welcome the individual into the family home

P16 agree with family members and networks any changes that they will have to make in order to accommodate the individuals within the family

P17 encourage members of your family to express and discuss their feelings and concerns about providing a home for specific individuals

P18 encourage family members to articulate the likely **benefits** for the family of welcoming an individual to share their home

P19 identify with others potential areas of ambivalence or conflict

P20 set in place strategies to address areas of ambivalence or conflict and overcome fears and concerns

P21 plan with your family and network how you will welcome the individual into your home

P22 ensure that you and your family have a clear understanding of the terms and conditions of accepting the placement and what steps will be taken in the event of difficulties that are beyond your ability to resolve

Develop skills and knowledge to provide a home for individuals

P23 reflect on the skills, knowledge and attitudes you already have for providing care, support and protection for the individual coming into your home

P24 identify with others any areas for development in your skills and knowledge to enable to you to meet the needs of the individual

P25 identify development opportunities that will enable you to acquire the skills and knowledge you require

P26   access appropriate support and learning opportunities to fill identified gaps in your skills and knowledge

P27   reflect on how this learning will impact on your attitudes and practice in caring for individuals in your home

P28   plan how you will apply this learning in supporting the individual in your home

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, codes of practice, standards, frameworks and guidance relevant to your role in providing a home for individuals

K7   your own background, experiences and beliefs that may have an impact on how you carry out your role in providing a home for individuals

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others

K10   the meaning of person centred working and the importance of knowing and respecting each individual

K11   the prime importance of the interests and well-being of vulnerable individuals

K12   the individual's cultural and language context

K13   how to build trust and rapport in a relationship

K14   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K15   how to work in partnership with individuals and others

K16   how to manage ethical conflicts and dilemmas in your work

K17   how to challenge poor practice

K18   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K19   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K20 theories underpinning our understanding of human development and factors that affect it

Communication

K21 the importance of effective communication in your role providing a home for individuals

K22 factors that can have a positive or negative effect on communication and language skills with individuals

K23 methods and techniques to promote communication skills which enable individuals with additional communication needs to express their needs, views and preferences

Personal and professional development

K24 principles of reflective practice and why it is important

Health and Safety

K25 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K26 practices for the prevention and control of infection in the context of this standard

Safeguarding

K27 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K28 indicators of potential harm or abuse

K29 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K30 how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K31 legal requirements and agency policies and procedures that apply for the security and confidentiality of information

K32 legal and agency requirements for recording information and producing reports including the use of electronic communication

K33 principles of confidentiality and when to pass on otherwise confidential information

K34 factors to take account of when deciding what information to divulge to member of your family and personal networks

Risk management

K35 factors that cause risks and those that ensure safe and effective care for individuals

K36 frameworks for risk assessment and risk management when providing a home for individuals

Providing a home for individuals

K37 how and where to access information and support that can inform your practice when preparing to provide a home for individuals

K38   government reports, inquiries and research relevant to providing a home for individuals

K39   theories about attachment and loss and their impact on individuals

K40   the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption

K41   models of disability

K42   theories and principles that enable you to balance the needs of individuals and others within your home environment

K43   how to work in partnership to establish whether the individual's needs and preferences can be accommodated within your home and family environment

K44   how to prepare your family and networks to support individuals requiring care in your home

K45   the differing reasons why families and networks may be apprehensive or anxious, how to address their concerns and support the people involved

K46   the likely effect on family dynamics, relationships and roles when providing a home for individuals

K47   conditions and issues you are likely to face when providing a home for individuals with specific needs

K48   how to enable the individual to become an integrated member of the household

K49   types of support for individuals with disabilities accommodated within your home

Unit 310 Prepare your family and networks to support individuals in your own home (SCDHSC0333)

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.

Benefits may include how the placement will enhance the family's knowledge and skills, personal experience, self knowledge and awareness; how the presence of the individual will enrich family life and relationships

The **individual** is the person for whom you will provide care or support in your home

Networks may include the extended family, family friends, others who will be interacting with the individual on a regular basis

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

Placement organiser may be a statutory, voluntary or private placing agency. The organiser may be a social worker specialising in adult placement or a representative of the agency

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 including self-harm, bullying, abuse, reckless behaviour.

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 311 Provide a home and family environment for individuals requiring care and support (SCDHSC0334)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you provide a home for individuals who require care and support. The standard includes welcoming individuals into your home and family life and helping them to settle in. It highlights the importance of identifying the needs, background and experience of individuals and the support which your family and network may require to make adjustments and welcome the individual. The standard addresses how you support the individual to adjust to living in your home and feel safe and secure. Finally it encourages evaluation of the placement and also reflection on your practice as a placement provider.

Performance criteria

You must be able to:

Welcome the individual into your home

P1 consider information provided about the needs, background and experience of the **individual** for whom you are providing a home

P2 engage with the individual by using the language and **communication methods** they prefer

P3 take practical steps to make the individual feel welcome and valued

P4 introduce the individual to your family and networks in ways that show respect for the individual

P5 encourage your family and networks to provide a supportive welcome appropriate to the individual's preferences and needs

Support the individual to settle into your home

P6 help the individual to settle into your home, taking account of their distress and anxiety by giving them time, space and support

P7   ensure that the individual knows that items that are personal, special and provide comfort to them are accommodated within your home and available for their use

P8   support the individual to orientate themselves around the house and know where things are

P9   make sure that the individual knows the space in the house which is personal to them and where they can store their personal belongings

P10   communicate with the individual letting them know how your family and living arrangements work

P11   discuss with the individual the ground rules that everyone in the house adheres to

P12   identify with the individual the relationships which are important to them and how these can be maintained

Explore the needs, background and experiences of the individual and the impact of these on family life

P13   support the individual to understand what confidentiality means and what kind of information may need to be shared with others

P14   confirm with the individual that information will not be shared without their knowledge

P15   make time and opportunity for the individual to communicate their needs, background experiences, wishes, preferences, interests and aspirations in **ways they find helpful**

P16   give the individual the opportunity to share their thoughts, feelings, fears and aspirations about living in your home without fear of repercussions

P17   enable the individual to explore the benefits of living in your home both to themselves and for your family

P18   consider with others how the individual's needs and circumstances may affect your family

P19   discuss with the individual and your family how all can work together so that everyone's preferences and needs can be accommodated

P20   develop a plan with the individual and others to meet identified goals

Support your own family and other key people to accept, support and adjust to family life with the individual

P21   ensure your family and networks respect the individual as an adult

P22   encourage your family and social networks to accept the individual as a member of the household

P23   support your family and social networks to help the individual settle in, through inclusion in family and network activities in they wish to take part

P24   support your family to understand how their needs will continue to be met as well as the needs of the individual

P25   ensure that you treat everyone fairly, balancing the needs of family members and those of the individual

P26   assess the impact on family members of implementing the individual's care plan

P27   address any conflicts and disagreements sensitively and openly, seeking and using external support where necessary

P28   set in place strategies to protect your own family if the individual's behaviour causes a **risk** to themselves, family members or other people

Support the individual to thrive whilst living in your home

P29   provide care and support in ways that maximise the independence and **active participation** of the individual in decision-making and day to day life, taking account of their abilities and adult status

P30   ensure that appropriate **safety devices and procedures** are used within your home to keep the individual safe from harm without being over-protective

P31   provide support to the individual at times when they are distressed

P32   support the individual to develop their gifts, interests and aspirations

P33   ensure that the individual has opportunities to maintain and extend valued friendships, social contacts and community networks

P34   support the individual to protect themselves against exploitation or abuse

P35   record and report any serious incidents or causes for concern immediately to the appropriate people, within confidentiality agreements and according to legal and work setting requirements

Evaluate the placement of the individual in your home

P36   support the individual to express the benefits and downsides of living in your home

P37   assess with the individual how well they think the placement is going

P38   evaluate with others the family's progress in supporting the individual to integrate into the family

P39   evaluate with the individual and others how the placement is meeting the individual's goals in accordance with the plan

P40   agree with the individual and others the continued sustainability of the placement and any changes that need to be made

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, codes of practice, standards, frameworks and guidance relevant to your role in providing a home for individuals

K7   your own background, experiences and beliefs that may have an impact on how you carry out your role in providing a home for individuals

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others

K10   the meaning of person centred working and the importance of knowing and respecting each individual

K11   the prime importance of the interests and well-being of individuals

K12   the individual's cultural and language context

K13   how to build trust and rapport in a relationship

K14   how to work in ways that promote active participation and maintain individual's dignity, respect, personal beliefs and preferences

K15   how to work in partnership with individuals and others

K16   how to manage ethical conflicts and dilemmas in your work

K17   how to challenge poor practice

K18   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K19   the nature and impact of **factors that may affect the health, wellbeing and development of individuals**

K20   theories underpinning our understanding of life cycle and human development

K21   theories about attachment and its impact post childhood into adulthood

Communication

K22   the importance of effective communication in your role providing a home for individuals

K23   factors that can have a positive or negative effect on communication and language skills with individuals

K24   methods and techniques to promote communication skills which enable individuals with additional communication needs to express their needs, views and preferences

Personal and professional development

K25   principles of reflective practice and why it is important

Health and Safety

K26   legal requirements for monitoring and maintaining health, safety and security that apply in your role providing a home for individuals

K27   practices for the prevention and control of infection

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K32   legal requirements and agency policies and procedures that apply for the security and confidentiality of information

K33   legal and agency requirements for recording information and producing reports including the use of electronic communication

K34   principles of confidentiality and when to pass on otherwise confidential information

K35   factors to take account of when deciding what information to divulge to member of your family and personal networks

Risk management

K36   factors that cause risks and those that ensure safe and effective care for individuals

K37   frameworks for risk assessment and risk management when providing a home for individuals

Providing a home for individuals

K38   how and where to access information and support that can inform your practice when preparing to provide a home for individuals

K39   government reports, inquiries and research relevant to providing a home for individuals

K40   theories about loss and its impact on individuals

K41   the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption

K42   models of disability

K43   theories and principles that enable you to balance the needs of individuals and others within your home environment

K44   how to work in partnership to establish whether the individual's needs and preferences can be accommodated within your home and family environment

K45   how to prepare your family and networks to support individuals' requiring care in your home

K46   the differing reasons why families and networks may be apprehensive or anxious, how to address their concerns and support the people involved

K47   the likely effect on family dynamics, relationships and roles when providing a home for individuals

K48   conditions and issues you are likely to face when providing a home for individuals with specific needs

K49   how to enable the individual to become an integrated member of the household

K50   types of support for individuals with disabilities accommodated within your home

Unit 311 Provide a home and family environment for individuals requiring care and support (SCDHSC0334)

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.

Communication methods 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 for whom you provide care or support in your home

Networks may include the extended family, family friends, others who will be interacting with the individual on a regular basis

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 including self-harm, bullying, abuse, reckless behaviour, physical or emotional harm

Safety devices and procedures may include smoke alarms; first aid kit; secure storage of medication; risk management agreements that enable chosen risks to be taken as safely as possible; procedures for health and safety required by the placement organiser

Ways they find helpful may include conversations and other interactions using the individual's preferred communication; use of expressive arts; chosen times and locations; not probing beyond what the individual wants to express at any one time.

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 412   Contribute to the support of individuals who have experienced harm or abuse (SCDHSC0335)

SCQF Level:	8
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to the support of individuals who have experienced harm or abuse. The standard addresses the need to take action where there are concerns that individuals are at risk of harm or abuse and how to support those who make a disclosure. It also includes supporting individuals when they have experienced harm or abuse.

Performance criteria

You must be able to:

Take actions where there are concerns that individuals are at risk of harm or abuse

P1   monitor significant changes in an **individual's** emotional or physical health, personal appearance or behaviour

P2   take immediate action where there are concerns that an individual might have been harmed or abused

P3   take action to deal with any immediate and potential risks that may lead to harm or abuse of the individual, **key people** or **others**

P4   follow required procedures for reporting concerns about the welfare of an individual and any actions, behaviours or situations that may lead to harm or abuse

P5   avoid actions and statements that could adversely affect the use of evidence in future investigations or court, whilst giving priority to the protection of the individual

P6   request further support and assistance in situations that are outside your expertise, experience, skills and responsibility

P7   keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern

P8   pass on reports and information about suspected or actual harm or abuse within confidentiality agreements and according to legal, work setting, interagency and partnership requirements

Support individuals who disclose harm or abuse

P9   develop relationships in which individuals can communicate with you about harmful or abusive acts

P10   explain to the individual your duty to pass on any information about harm or abuse

P11   support the individual to understand who you need to share the information with and the reasons for this

P12   support the individual to disclose at their own pace any harm or abuse to which they have been subjected

P13   respond promptly and calmly to disclosures of harm or abuse

P14   respect the individual's right to privacy and confidentiality when they are disclosing harm or abuse, within legal and work setting confidentiality requirements

P15   communicate with the individual in ways that are appropriate to their level of development and understanding

P16   seek only sufficient information to confirm that there is an allegation or suspicion, avoiding any leading questions or putting pressure on the individual

P17   seek additional support and services where this is required according to the type of harm or abuse that has been disclosed

P18   avoid actions and statements that could adversely affect the use of evidence in future investigations or court, whilst giving priority to the protection of the individual

P19   pass information about disclosed harm or abuse within confidentiality agreements and according to legal, work setting, interagency and partnership requirements

P20   complete detailed, accurate, timed, dated and signed records of the disclosure clearly distinguishing between observed evidence and information provided by the individual

P21   use supervision to communicate what happened and help you cope with your thoughts and feelings about the disclosed harm or abuse

Support individuals who have experienced harm or abuse

P22   seek information and support to enable you to work with the individual who has been harmed or abused

P23   work with the individual, key people and others to understand any implications arising from the harm or abuse they have experienced

P24   agree how you and others can support the individual to come to terms with, and move on from, the distress, fear and anxieties caused by harm or abuse

P25   help the individual to come to terms with and move on from any distress, fear and anxieties that may have been caused by the harm and abuse

P26   support the individual to develop positive coping strategies

P27   work in partnership with other agencies and professionals, involving advocates or appropriate specialists, to provide the best possible support for the individual within the boundaries of your role

P28   where the individual's behaviour and condition gives cause for concern, immediately seek advice from others

P29   keep detailed, accurate, timed, dated and signed records about any changes, events or occurrences that cause concern

P30   pass on reports and information about changes, events or occurrences within confidentiality agreements and according to legal, work setting, interagency and partnership requirements

P31   use supervision to reflect on how you are supporting the individual and help you cope with your thoughts and feelings about the harm or abuse

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice when protecting individuals from danger, harm and abuse

K36   **types of harm or abuse**

K37   theories relevant to individuals with whom you work about involving individuals in assessing, planning, implementing, reviewing health and care services and plans

K38   theories relevant to individuals with whom you work about identity and self-esteem, loss and change

K39   theories relevant to individuals with whom you work about support for those who have experienced harm and abuse

K40   the effects of stress and distress on individuals

K41   the effects of abuse on individuals

K42   needs and circumstances which make some individuals, their families and carers more vulnerable to harm and abuse

K43   how to recognise the direct and indirect consequences of allegations and disclosures of abuse

K44   key terms and legal requirements relating to the investigation of abuse

K45   legal requirements for evidence and the implications of involving an authorised professional at an early stage of disclosure

K46   the importance of not pressurising the individual, prompting or asking leading questions

K47   how to evaluate and present different types of information from various sources

K48   the importance of distinguishing between directly observed evidence, evidence from reliable sources, opinion and hearsay

K49   methods and approaches for supporting individuals who have experienced harm and abuse

Unit 412   Contribute to the support of individuals who have experienced harm or abuse (SCDHSC0335)

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 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.

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 or abuse may include physical abuse, emotional abuse, sexual abuse, financial abuse, neglect, institutional abuse, bullying, abuse relating to social networking media.

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 413   Promote positive behaviour (SCDHSC0336)

SCQF Level:	8
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote positive behaviour with individuals. This includes working with individuals to understand the reasons for and consequences of their behaviour and implementing proactive strategies to promote positive behaviour. It also includes responding to incidents of challenging behaviour and working with the individual and others to review and learn from such incidents.

Performance criteria

You must be able to:

Work with individuals to understand the reasons for and consequences of their behaviour

P1   work with the **individual**, **key people** and **others** to examine why the individual behaves in certain ways and the **factors** associated with this

P2   work with the individual, key people and others to identify situations, events, environments, actions, people or the behaviour of others that may trigger **challenging behaviour** in the individual

P3   support the individual to explore their feelings and views about their behaviour

P4   support the individual to consider how they can overcome or avoid situations that **trigger** certain behaviour in them

P5   support the individual to understand the effects of their behaviour on themselves and on other people

P6   support the individual to understand the possible consequences of behaviour that is unacceptable or illegal

P7   where necessary, support the individual to access specialist support to help them to understand their behaviour

Implement proactive strategies to promote positive behaviour

P8   work with the individual in person centred ways that promote their **active participation** in decision-making and day to day life

P9   work with the individual, key people and others to agree plans for promoting positive behaviour and responding to incidents of challenging behaviour

P10   maintain the environment in a way that encourages meaningful interactions between people

P11   **communicate** with the individual, key people and others in ways that show respect for them and take account of their preferences and needs

P12   ensure that your own actions and those of others model positive behaviour

P13   ensure that the environment, your own actions and those of others do not lead to situations likely to trigger challenging behaviour in the individual

P14   work with the individual, key people and others to ensure that any agreed boundaries are regularly discussed and consistently applied

P15   support the individual to find positive ways of expressing their thoughts and feelings

P16   take opportunities to promote positive behaviour through praise and reinforcement

Manage incidents of challenging behaviour

P17   follow the agreed behaviour plan, legal and work setting guidelines when responding to an incident of challenging behaviour

P18   support others to respond to the incident in accordance with the agreed behaviour plan

P19   ensure your own actions contribute to defusing the incident and do not exacerbate it

P20   ensure your own actions demonstrate respect for the individual and their safety throughout

P21   ensure your own actions are likely to promote calm and reassurance

P22   take action to protect those towards whom the behaviour is directed or who are present and likely to be affected

P23   take prompt action to access any necessary assistance and support

P24   support the individual to return to a calm state after the incident

P25   ensure support is made available for anyone involved who needs help to manage the feelings aroused in them by the incident

P26   complete records and reports about the incident in accordance with legal and work setting requirements

Review incidents of challenging behaviour

P27   encourage **those involved in the incident** to contribute to its review

P28   offer time, space and support to enable the individual to express the thoughts and feelings they had at the time of the incident and examine their actions

P29   offer time, space and support to enable others involved to express their feelings and examine their actions

P30   reflect on your own thoughts, feelings and actions at the time of the incident

P31   promote the active participation of everyone involved to explore the reasons for the incident, the events leading up to it, the way it was managed and the consequences of it

P32   support the individual to identify what aspects of the behaviour plan are most helpful in enabling them to avoid or minimise incidents

P33   contribute to agreement on lessons learned from the incident and any changes needed to the behaviour plan

P34   make referrals to the appropriate people if specialist help is required

P35   use lessons learned from the incident to make clear and constructive contributions to team discussions and the development of practice about addressing behaviour that challenges

P36   access support where necessary to manage your own feelings aroused by the incident

P37   complete records and reports in accordance with legal and work setting requirements

P38   provide accurate and clear information to others so that issues and needs can be addressed

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   sources of information and advice that can inform your understanding of positive behaviour and your practice in promoting it

K36   the range of factors that may be associated with challenging behaviour

K37   the ways in which individuals communicate through behaviour and how this can be interpreted

K38   the difference between proactive and reactive strategies in promoting positive behaviour

K39   the importance of maintaining person centred approaches when establishing strategies to promote positive behaviour

K40   the importance of reinforcing positive behaviour

K41   the importance of identifying patterns of behaviour and triggers to challenging behaviour when establishing strategies to promote positive behaviour

K42   the importance of recognising how behaviours may be used and interpreted differently in different cultures

K43   the impact on individuals' wellbeing of using proactive rather than, or as well as, reactive strategies

K44   how to maintain the dignity of individuals when responding to incidents of challenging behaviour

K45   the importance of using agreed plans and your knowledge of the individual to judge the timing and degree of intervention needed

K46   methods of interacting which are likely to maximise engagement

K47   the effects that your own behaviour and communication can have on others and how to use this when promoting positive behaviour

K48   how feelings of anger and frustration can be displaced from their original source to those in authority and how to address this

K49   the difference between aggression and assertiveness

K50   the possible reasons for different sorts of behaviour occurring, especially those which may be viewed as aggressive or abusive

K51   the meaning of restrictive interventions and why restrictive interventions must only ever be used as a last resort

K52   the safeguards that must be in place if restrictive interventions are to be used

Unit 413   Promote positive behaviour (SCDHSC0336)

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

Challenging behaviour may include behaviours that are repetitive/obsessive; withdrawn; aggressive; physically abusive; verbally abusive; bullying; threatening; self-injurious; damaging to people or property; disruptive; anti-social; illegal

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

Factors may include those associated with power imbalance; inconsistent approaches; lack of boundaries or goals; boredom; sensory needs; mental health; physical health; excessive demands placed on the individual; communication; emotional expression; the environment; the individual's past experiences; age and gender

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.

Those involved in an incident may be the individual; people who were the targets of the behaviour; people who witnessed or were drawn into the incident; team members; others

The **trigger** may include interactions between individuals; behaviours towards or in the vicinity of the individual; environmental factors; personal or social aspects of the individual's life.

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 314   Support individuals to live at home (SCDHSC0343)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals to continue living in their own home. This includes supporting individuals to develop their own personal resources and working with them to access additional resources, services and facilities. It also includes supporting individuals to review the support and services they use and to identify changes needed to enable them to continue to live at home.

Performance criteria

You must be able to:

Support individuals to develop their personal resources for living at home

P1   work with the **individual** to identify **aspects of their lives** and **risks** that need to be considered in relation to them living at home

P2   support the individual to identify strengths and skills they have which can enable them to live at home

P3   work with the individual and **key people** to identify the support that is available within their personal networks

P4   access information and support that will help the individual to meet their own needs and manage risks

P5   pass on information to the individual and key people using their preferred forms of **communication**

P6   identify resources that could help the individual to develop skills to manage their domestic, personal, social and financial affairs, including any risks identified

P7   support the individual to select their preferred resources for developing their skills

P8   work in ways that promote **active participation** to help the individual access the resources they select

P9   work with the individual, key people and **others** to adapt to changes in the individual's health or their financial, social or legal position

Work with individuals to access additional support and resources

P10 review with the individual and key people information about the range of **resources, services and facilities** available to support the individual to live at home

P11 work with the individual to select their preferred options for resources, services and facilities

P12 support the individual and key people to identify who will be responsible for accessing the selected options

P13 work in ways that promote active participation to help the individual and key people complete paperwork to access resources, services and facilities

P14 gain permission from the individual and key people to provide relevant information about the individual where needed to secure resources, services and facilities

P15 introduce the individual to new resources, services and facilities

Work with individuals to review support enabling them to live at home

P16 agree with the individual, key people and others the methods and timescales for review and evaluation of support to enable the individual to live at home

P17 encourage the individual and key people to give feedback on support, resources, services and facilities

P18 support the individual and key people to identify any changes that could improve their wellbeing and enable them to continue living at home

P19 access further information likely to be useful when reviewing possible changes to enable individuals to continue living at home

P20 work with the individual and key people to evaluate the strengths and limitations of the changes proposed

P21 work with the individual and key people to evaluate any risks that need to be managed

P22 work with the individual, key people and others to agree changes to support, resources, services and facilities

P23 complete records and reports about the review process in accordance with legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in promoting individuals' rights, choices, wellbeing and active participation

K3 your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   how to protect yourself and others from harm and abuse when in a work setting or working alone

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice when supporting individuals to live at home

K36   the range of resources, services and facilities available to meet the needs and preferences of the individuals you support

K37   how you can access, review and evaluate information about resources, services and facilities relevant to the needs and preferences of individuals

K38   theories relevant to the individuals with whom you work about how living at home can affect individuals' sense of identity, their self-esteem and their self-image

K39   how power and influence can be used and abused when supporting individuals to live at home and accessing resources, services and facilities

K40   the role of relationships and support networks in promoting the well-being of the individuals and enabling them to live at home

K41   how to access information about benefits and allowances that you can provide to individuals and key people

K42   where to access advice on financial planning

Unit 314   Support individuals to live at home (SCDHSC0343)

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

Aspects of their life may include those relating to personal, physical, emotional, financial, social, spiritual, environmental and health and safety needs

Communication 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 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

Resources could be financial, physical (including materials and equipment) or human resources to make changes to the environment.

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

Services and facilities could include services provided to individuals' homes such as meals on wheels; services to meet individuals' personal care needs; therapeutic services; services provided to enable individuals to meet

their social care needs; transport; amenities outside the individual's place of residence such as day care provision; support groups.

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 315   Support individuals to retain, regain and develop skills to manage their daily living (SCDHSC0344)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals with the skills they need to manage their daily living. This includes working with individuals to identify the skills they need to manage their lives and then supporting them to retain existing skills, regain former skills and develop new skills. The standard includes the on-going review and development of skills for daily living.

Performance criteria

You must be able to:

Support individuals to identify the skills they need to manage their day to day living

P1   support the **individual** to communicate their views, preferences and needs about **skills for managing their day to day life**

P2   work with the individual, **key people** and **others** to identify any **risks** that need to be managed in their day to day life

P3   work with the individual, key people and others to identify the skills the individual needs in order to manage their day to day life

P4   work with the individual, key people and others to establish their priorities for skills in the short and medium term

P5   support the individual and key people to identify the individual's current skills and abilities

P6   explore with the individual and key people how these skills and abilities can be built upon to enhance their capacity to manage their day to day lives

P7   support the individual to understand any special procedures and equipment that are required to assess their capacity to carry out the skills they need

P8   work together to identify skills for which development would require additional and/or specialist support

Support individuals to retain, regain and develop the skills identified

P9   work in ways that promote **active participation** to enable the individual to take as much responsibility as possible for using to the full their current skills and abilities, regaining former skills and acquiring new skills

P10   agree goals with the individual that will enable them to work at their own pace to acquire, regain or retain skills needed for their daily living

P11   identify methods that will enable the individual to build on their strengths when developing, regaining or retaining their skills

P12   support the individual and key people to select methods which are most likely to enable the individual to make progress

P13   check the safety and efficiency of any equipment and materials needed for selected methods before, during and after use

P14   support the individual to carry out activities in ways that promote the safety, involvement and confidence of the individual, adhering to any cultural and spiritual beliefs and preferences

P15   give the individual constructive feedback and recognition for success

P16   modify approaches if the individual becomes distressed, is in pain or communicates their wish to stop or amend the activity

P17   seek advice and support from others where any safety issues have arisen or the individual is in distress or pain

P18   seek advice and support from others where the individual does not want to continue or where conflict has occurred between you, the individual and / or key people

Support individuals to review and continually develop skills for managing their day to day living

P19   work with the individual, key people and others to agree criteria and methods for evaluating the effectiveness of methods and activities used

P20   work with the individual, key people and others to assess progress, recognise success and highlight where extra support is needed

P21   work with the individual, key people and others to consider the individual's future skills needs

P22   work together to identify new skills which will be helpful in meeting changing needs and circumstances

P23   agree with the individual, key people and others how skills needs will continue to be identified in the future

P24   ensure a co-ordinated approach to identifying and meeting the individual's short, medium and long term needs

P25   complete records and reports on actions, processes and outcomes, within confidentiality agreements and according to legal and work setting requirements

Knowledge and understanding

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in promoting individuals' rights, choices, wellbeing and active participation

K3 your duty to report any acts or omissions that could infringe the rights of individuals

K4 how to deal with and challenge discrimination

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

Your practice

K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7 your own background, experiences and beliefs that may have an impact on your practice

K8 your own roles, responsibilities and accountabilities with their limits and boundaries

K9 the roles, responsibilities and accountabilities of others with whom you work

K10 how to access and work to procedures and agreed ways of working

K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12 the prime importance of the interests and well-being of the individual

K13 the individual's cultural and language context

K14 how to build trust and rapport in a relationship

K15 how your power and influence as a worker can impact on relationships

K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17 how to work in partnership with individuals, key people and others

K18 how to manage ethical conflicts and dilemmas in your work

K19 how to challenge poor practice

K20 how and when to seek support in situations beyond your experience and expertise

Theory

K21 the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22 theories underpinning our understanding of human development and factors that affect it

Personal and professional development

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how to access information and support to inform your practice when supporting individuals to retain, regain and develop skills for everyday living

K36   theories about retaining, regaining and developing skills for day to day living and how these can affect individuals' sense of identity, self esteem and self image

K37   the role of relationships and support networks in promoting the wellbeing and independence of individuals

K38   principles of re-ablement

K39   how to support, encourage and motivate individuals to use and develop their skills to manage daily living

K40   how to assess needs and access training, aids, equipment and the resources to achieve agreed outcomes

K41   how to access information and training to use aids and equipment and to train individuals to use them

K42   national and local guidance on falls prevention and factors that impact on falls

Unit 315   Support individuals to retain, regain and develop skills to manage their daily living (SCDHSC0344)

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 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.

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

Skills for managing their day to day life may include those relating to preparing food; eating and drinking; dressing; bathing and washing; mobility; getting in and out of bed; getting around the home environment; cleaning; other domestic tasks.

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 316   Support individuals to manage their financial affairs (SCDHSC0345)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting individuals to manage their financial affairs. This includes working with individuals to access information and advice about their financial affairs and supporting them to manage and monitor their finances.

Performance criteria

You must be able to:

Work with individuals to access information and advice about their financial affairs

P1   access information on benefits, allowances, entitlements and debt management to ensure your own understanding is thorough and up to date

P2   support the **individual** and **key people** to check the benefits and allowances they may be entitled to, accessing additional expertise where necessary

P3   support the individual and key people to identify the information and advice that will help them **manage their financial affairs**

P4   encourage the individual to communicate which sources of information and advice will help them manage their financial affairs

P5   support the individual to highlight the skills and abilities they and key people have that will allow them to access and use information and advice to manage their financial affairs

P6   support the individual to access information and advice that suits their abilities and preferences in managing their financial affairs

P7   access specialist help on particular financial matters where you are unable to support the individual

P8   support the individual to provide feedback to people and organisations where their information and advice does not meet the needs of the individual

Support individuals to manage their financial affairs

P9   work in ways that promote **active participation** when supporting the individual to manage their financial affairs

P10   support the individual to complete relevant documents for accessing benefits, entitlements and specialist financial expertise

P11   work with the individual and **others** to identify the options they have for managing and monitoring their financial affairs

P12   support the individual to select the methods and services best suited to them

P13   support the individual to use the methods and services they have selected

P14   agree with the individual how they will review the effectiveness of the methods and services they have used

P15   work with the individual, key people and others to review what is working and what needs to change in order to manage and monitor financial affairs as effectively as possible

P16   support the individual to make any changes to the methods and services they have used to manage and monitor their financial affairs

P17   work collaboratively with the individual and key people to complete and maintain any records required to manage and monitor their financial affairs 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   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32 legal requirements, policies and procedures for the security and confidentiality of information

K33 legal and work setting requirements for recording information and producing reports

K34 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35 theories relevant to the individuals with whom you work, about: the impact being able to manage their own financial affairs may have on the identity, self-esteem and self-image of the individual

K36 methods of supporting the individual to express their needs and preferences about their finances and any problems they are having in managing them

K37 how to provide the individual with accessible information about finances, benefits and allowances

K38 how to support the individual to complete benefit/claim forms

K39 sources of advice and support on financial assistance and management

K40 methods of keeping records and details of payments and receipts

K41 methods of budgeting that are acceptable and appropriate for the individual

K42 methods of managing debts and making payments

K43 methods of storing money safely that are acceptable to the individual

Unit 316   Support individuals to manage their financial affairs (SCDHSC0345)

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 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.

To **manage their financial affairs** may include managing their own day to day finances; ensuring that they receive the benefits and allowances to which they are entitled; managing their debts

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

Unit 317 Support individuals to manage direct payments (SCDHSC0346)

SCQF Level:	7
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 direct payments. This includes enabling individuals to access information and advice on direct payments and then to manage and monitor their use.

Performance criteria

You must be able to:

Work with individuals to access information and advice about direct payments

P1   clarify your own understanding of direct payments by accessing and studying up to date and accurate information

P2   work with the **individual** and **key people** to identify what information and advice they will need to make a decision about using direct payments

P3   support the individual and key people to understand information and advice and the implications for themselves

P4   work with the individual to identify the strengths they and their networks have that will enable them to access and use direct payments

P5   work with the individual to understand the sources of support available for managing direct payments

P6   support the individual to access any additional information and support they require

P7   provide feedback to the appropriate people and organisations when there are improvements that could be made in the information and services provided

P8   access specialist help in areas where you are unable to help individuals on direct payments

Support individuals to access direct payments

P9   work with the individual, key people and others to confirm their decision to use direct payments

P10   work in ways that promote **active participation** to support the individual to complete the relevant documents for accessing direct payments

P11   involve others in supporting the individual to access direct payments in areas that are beyond your expertise

Support individuals to manage their use of direct payments

P12   work in ways that promote the active participation of the individual in managing their direct payments

P13   work with others to support the individual in choosing how they would prefer to use direct payments to meet their care and support needs

P14   work with others to support the individual in selecting the range of services that meet their needs and provide the best value

P15   support the individual to use the services they have selected

P16   support the individual to assess the value and effectiveness of the services they are using

P17   support the individual to make any changes to the services they are using when these are not meeting their needs

P18   work with the individual and key people to maintain any records required to manage the direct payments

P19   support the individual to check that any documents from those providing services are correct

P20   support the individual to submit any documents and claims required to show that they are managing the direct payments correctly

P21   support the individual to resolve any difficulties and conflicts in relation to direct payments

P22   involve others in supporting the individual to use and monitor direct payments in areas that are beyond your expertise

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7	your own background, experiences and beliefs that may have an impact on your practice
K8	your own roles, responsibilities and accountabilities with their limits and boundaries
K9	the roles, responsibilities and accountabilities of others with whom you work
K10	how to access and work to procedures and agreed ways of working
K11	the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
K12	the prime importance of the interests and well-being of the individual
K13	the individual's cultural and language context
K14	how to build trust and rapport in a relationship
K15	how your power and influence as a worker can impact on relationships
K16	how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
K17	how to work in partnership with individuals, key people and others
K18	how to manage ethical conflicts and dilemmas in your work
K19	how to challenge poor practice
K20	how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21	the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support
K22	theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23	principles of reflective practice and why it is important

Communication

K24	factors that can affect communication and language skills and their development in children, young people and adults
K25	methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26	your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
K27	practices for the prevention and control of infection in the context of this standard

Safeguarding

K28	the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
K29	indicators of potential harm or abuse

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how direct payments may impact on the power and authority that you and your organisation have over the individual

K36   how direct payments can increase the life options for the individual

K37   how direct payments can flexibly meet the needs of the individual for support

K38   what promotes and what limits the use of direct payments

K39   how to resolve issues related to direct payments and the support available to help

K40   how the use of direct payments impacts on your role and that of your organisation

K41   the impact of direct payments on the role of key people and others in individuals' lives

K42   good practice and what works when using direct payments

K43   the potential organisational blocks to using direct payments and how to tackle them

K44   how to remove blocks to the individual using direct payments

K45   how to work with organisations controlled by people using direct payments or providing support for the individual

K46   how to evaluate the use of direct payments with the individual

Unit 317   Support individuals to manage direct payments (SCDHSC0346)

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 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.

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 318 Support individuals to access employment (SCDHSC0347)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies requirements when supporting individuals to access employment. This includes working with individuals to identify their preferences and needs about employment and helping them to seek and apply for employment opportunities. It also includes supporting individuals to prepare for employment interviews and work itself.

Performance criteria

You must be able to:

Work with individuals to identify their preferences and needs about employment

P1   examine **relevant documents** that can help you support and advise the **individual** about the way their **circumstances** and their short, medium and long term goals could affect their employment opportunities

P2   support the individual to consider what changes employment would make to all aspects of their life

P3   support the individual to identify the job opportunities open to them, taking account of their aspirations, talents, support needs, abilities, experience, knowledge and qualifications

P4   support the individual to explore and compare the range of suitable options which are of interest to them

P5   support the individual to consider what training would be required and what career pathways each option would offer

P6   support the individual to choose the options that would best suit them

P7   access further information and advice where the individual needs additional support in making their selection

Support individuals to investigate employment vacancies

P8   work in ways that promote active participation when investigating employment vacancies

P9   support the individual to visit places where vacancies for employment of the type they want will be available

P10   support the individual to communicate their needs to the people involved in advertising job vacancies, accessing additional support where necessary

P11   support the individual to acquire information and advice about the vacancies in which they are interested

P12   support the individual to understand the requirements for the jobs in which they are interested

Support individuals to prepare for employment interviews and work

P13   work in ways that promote active participation when supporting the individual to prepare for employment interviews and work

P14   support the individual to identify experiences, interests, qualifications and other relevant details to include in curriculum vitae and applications for employment

P15   support the individual to acquire application materials for their chosen employment opportunities in accessible formats

P16   support the individual to complete applications in formats appropriate to their preferences and needs

P17   support the individual to understand the response to their application

P18   work with the individual to prepare them for interview, including rehearsal where appropriate

P19   work with the individual and prospective employer to ensure that reasonable adjustments are made to address any specific requirements the individual may have at interview

P20   support the individual to attend for interview

P21   support the individual to understand the outcome of their interview and its implications

P22   work with the individual to make any arrangements needed for getting to and from work

P23   work with the individual and employer to ensure that reasonable adjustments are made to address any specific requirements the individual may have at work

P24   support the individual to access any additional resources and support they may require when working

P25   support the individual to prepare themselves for work

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance
          relevant to your work, your work setting and the content of this
          standard

K7   your own background, experiences and beliefs that may have an
          impact on your practice

K8   your own roles, responsibilities and accountabilities with their
          limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom
          you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the
          importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the
          individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on
          relationships

K16   how to work in ways that promote active participation and
          maintain individuals' dignity, respect, personal beliefs and
          preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your
          experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health,
          wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development
          and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their
          development in children, young people and adults

K25   methods to promote effective communication and enable
          individuals to communicate their needs, views and preferences

Health and Safety

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-
03)

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K34   how and where to access information and support that can inform your practice when supporting individuals to seek, apply for and gain employment

K35   how you can access, review and evaluate information about employment and employment opportunities relevant to the needs and preferences of the individuals with whom you work

K36   theories relevant to the individuals with whom you work about employment and its benefits to the self-esteem, self-image and identity of individuals

K37   social, emotional, intellectual and language development that might enhance or inhibit an individual when seeking, applying for, gaining and retaining employment

K38   the effects of stress and distress caused by seeking, applying for, gaining and retaining employment

K39   issues you are likely to face when supporting individuals to apply for, gain and retain employment

K40   issues you may face when individuals fail to gain employment or are unable to cope with the job

K41   paper work that has to be completed when individuals seek, apply for, gain and retain employment

K42   what is meant by employers making `reasonable adjustments' and how these would apply for the individuals with whom you work

K43   the differing reasons why employers may be apprehensive or anxious when employing people with specific needs and the type of support available to employers

K44   the importance of ensuring the individual understands the needs of employment and any support they are receiving, including who to contact if the support is not effective

Unit 318　　Support individuals to access employment (SCDHSC0347)

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

Circumstances may include leaving foster care or residential care; sudden and acute illness or disability which could require the individual to retrain or make a career change; anticipated changes or deterioration in health and wellbeing; improvements in health and wellbeing that make employment possible when it has not been before; the individual's physical, mental, emotional needs in the short, medium or long term

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 adult, child or young 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

Relevant documents may include records about the individual's needs and circumstances that could affect their job opportunities in the short, medium and long term; the types of jobs available; how to apply for relevant jobs; examples of people with similar needs and circumstances who have succeeded in taking up and maintaining employment; how to access additional support needed to enable individuals to seek, take up and maintain employment.

　　City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

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 319 Support individuals to access learning, training and development opportunities (SCDHSC0348)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting individuals to prepare for and undertake learning, training and development opportunities. This includes working with individuals to identify their preferences and needs about opportunities for them to learn and develop and helping them to seek and apply for such opportunities. It also includes supporting individuals to prepare for visits and interviews and to prepare for undertaking the activity itself.

Performance criteria

You must be able to:

Work with individuals to identify their preferences and needs about opportunities for them to learn and develop

P1   examine **relevant documents** that can help you support and advise the **individual** about how their **circumstances** and their short, medium and long term goals could affect their ability to apply for and complete **learning, training and development opportunities**

P2   support the individual to examine the changes that taking up a learning, training or development opportunity would make to all aspects of their lives

P3   support the individual to identify the learning, training and development opportunities open to them, taking account of their aspirations, talents, support needs, abilities, experience, knowledge and existing qualifications

P4   support the individual to explore and compare the range of suitable options which are of interest to them

P5   support the individual to consider what previous experience or qualifications would be required for each option and what future development or employment pathways each option would offer

P6   support the individual to choose the options that would best suit them

P7   access further information and advice where the individual needs additional support in making their selection

Support individuals to investigate learning, training and development opportunities

P8   work in ways that promote **active participation** when investigating learning, training and development opportunities

P9   support the individual to visit places where learning, training and development opportunities of the type they want will be available

P10   support the individual to **communicate** their needs to the people involved in providing learning, training and development opportunities, accessing additional support where necessary

P11   support the individual to acquire **information** and advice about the opportunities in which they are interested

P12   support the individual to understand the requirements for the opportunities in which they are interested

Support individuals to prepare for learning, training and development opportunities

P13   work in ways that promote active participation when supporting the individual to prepare for learning, training and development opportunities

P14   support the individual to identify experiences, interests, qualifications and other relevant details to include in applications for learning, training and development opportunities

P15   support the individual to acquire application materials for their chosen opportunities in accessible formats

P16   support the individual to complete applications in formats appropriate to their preferences and needs

P17   support the individual to understand the response to their initial application

P18   where required, work with the individual to prepare them for interview or preparatory visits, including rehearsal where appropriate

P19   work with the individual and prospective provider to ensure that reasonable adjustments are made to address any specific requirements the individual may have at interview or for preparatory visits

P20   support the individual to attend for interview or visits

P21   support the individual to understand the outcome of their application and its implications

P22   work with the individual to make any arrangements needed for getting to and from the place where the learning, training or development will be delivered

P23   work with the individual and provider to ensure that reasonable adjustments are made to address any specific requirements the individual may have

P24 support the individual to access any additional resources and support they may require when taking part in the learning, training or development

P25 support the individual to prepare themselves to attend the learning, training or development activity

Knowledge and understanding

You need to know and understand:

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in promoting individuals' rights, choices, wellbeing and active participation

K3 your duty to report any acts or omissions that could infringe the rights of individuals

K4 how to deal with and challenge discrimination

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

How you carry out your work

K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7 your own background, experiences and beliefs that may have an impact on your practice

K8 your own roles, responsibilities and accountabilities with their limits and boundaries

K9 the roles, responsibilities and accountabilities of others with whom you work

K10 how to access and work to procedures and agreed ways of working

K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12 the prime importance of the interests and well-being of the individual

K13 the individual's cultural and language context

K14 how to build trust and rapport in a relationship

K15 how your power and influence as a worker can impact on relationships

K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17 how to work in partnership with individuals, key people and others

K18 how to manage ethical conflicts and dilemmas in your work

K19 how to challenge poor practice

K20 how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21 the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22 theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23 principles of reflective practice and why it is important

Communication

K24 factors that can affect communication and language skills and their development in children, young people and adults

K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27 practices for the prevention and control of infection in the context of this standard

Safeguarding

K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29 indicators of potential harm or abuse

K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31 what to do if you have reported concerns but no action is taken to address them

Handling information

K32 legal requirements, policies and procedures for the security and confidentiality of information

K33 legal and work setting requirements for recording information and producing reports

K34 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35 how and where to access information and support that can inform your practice when supporting individuals to seek, apply for and gain access to training, learning and development opportunities

K36 how you can access, review and evaluate information about training, learning and development opportunities relevant to the needs and preferences of the individuals with whom you work

K37 how learning, training and development opportunities motivate individuals and promote their self confidence, self esteem, sense of identity and independence

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K38   social, emotional, intellectual and language development that might enhance and inhibit an individual when seeking, applying for, gaining and successfully completing training, learning and development opportunities

K39   the effects of stress and distress caused by seeking, applying for, gaining and completing training, learning and development opportunities

K40   the paperwork that has to be completed when involved with individuals seeking, applying for and accessing learning, training and development opportunities

K41   issues you are likely to face when supporting individuals to apply for and access learning, training and development opportunities

K42   issues you are likely to face when individuals fail to gain learning, training and development opportunities

K43   issues you are likely to face when individuals are unable to cope with the learning, training and development opportunities

K44   issues you are likely to face when individuals have to leave learning, training and development opportunities because of their needs and circumstances

K45   the importance of ensuring individuals understand the requirements of learning, training and development opportunities and the support they will receive to enable them to undertake the opportunities, including who to contact if the support is not effective

Unit 319   **Support individuals to access learning, training and development opportunities (SCDHSC0348)**

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

Circumstances may include leaving foster care or residential care; sudden and acute illness or disability which could require the individual to retrain or make a career change; anticipated changes or deterioration in health and wellbeing; improvements in health and wellbeing that make learning or employment possible when it has not been before; the individual's physical, mental, emotional needs in the short, medium or long term

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

The **individual** is the adult, child or young 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

Learning, training and development opportunities include programmes to enable the individual to learn, develop and maximise their own potential and independence and could include any type of training, educational programmes and personal development programmes

Relevant documents may include records about the individual's needs and circumstances that could affect their capacity to succeed in training, learning and development opportunities; the types of training, learning

and development opportunities available; how to apply for these; examples of people with similar needs and circumstances who have succeeded in taking up and maintaining training, learning and development; how to access additional support needed to enable individuals to seek, take up and succeed in training, learning and development opportunities.

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 320   Support individuals to access housing and accommodation services (SCDHSC0349)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals to access housing and accommodation and any related services. This involves supporting individuals to identify and access suitable housing and accommodation services. It also includes working with those in housing and accommodation services to meet the preferences and needs of individuals and working together to monitor the services provided.

Performance criteria

You must be able to:

Support individuals to identify suitable housing and accommodation services

P1   gather details about the **individual's** current housing and accommodation situation

P2   gather details about the individual's on-going housing and accommodation needs and any requirements for other services and support

P3   gather details about any mental health, physical or sensory needs the individual has that may affect the housing and accommodation required

P4   work with the individual to identify and understand the range of services that could meet their needs

P5   support the individual to understand the range of different support that **housing and accommodation services** offer

P6   work with the individual to assess their **support needs relating to housing and accommodation**

P7   support the individual to understand any requirements that housing and accommodation services may have

P8   support the individual to examine the advantages and disadvantages of the housing and accommodation services that are available to them

Support individuals to access housing and accommodation services

P9   work with the individual to address any **obstacles** to them accessing and using housing and accommodation services

P10   support the individual to draw up a realistic and achievable **plan** for accessing and using housing and accommodation services

P11   support the individual to prepare to attend meetings with housing and accommodation services

P12   support the individual to provide accurate and complete answers about how housing and accommodation services can best meet their preferences and needs

Support housing and accommodation services to meet the needs of individuals

P13   approach agreed housing and accommodation services to discuss the individual's housing and accommodation needs and related **issues**

P14   support housing and accommodation staff to meet with the individual

P15   support housing and accommodation staff to understand **factors** in the individual's background which may affect their behaviour and well-being

P16   challenge housing and accommodation workers and services when they discriminate against the individual

P17   provide housing and accommodation staff and services with accurate and complete **information** about the support you can offer them if they have concerns

P18   provide housing and accommodation staff with accurate information about any other interventions the individual is receiving

P19   maintain **appropriate contact** with housing and accommodation staff

Work together to monitor housing and accommodation services

P20   monitor the effectiveness and consistency of housing and accommodation services in meeting the individual's preferences and needs

P21   take appropriate action when issues are raised about the housing and accommodation services provided

P22   work in partnership with the individual and housing and accommodation staff and services to provide feedback on the **overall effectiveness** of their work with the individual

P23   record processes and outcomes from the housing and accommodation services provided, according to legal and work setting requirements

Knowledge and understanding

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   the nature of the housing sector and the roles and functions of the principal agencies within it

K36   the duties of local authorities to house and support different groups of individuals

K37   local housing plans and strategies and how these can be influenced in the interests of individuals

K38   how to feed information into local planning forums to improve provision for individuals

K39   the agencies that need to be involved in developing housing and accommodation for individuals: local authority housing departments, housing associations, social services, voluntary organisations, private provision

K40   the different types of accommodation that are available and the forms of support each one offers individuals

K41   who offers the different types of accommodation locally and more widely

K42   how and where to access information and support that can inform your practice when supporting individuals to access housing and accommodation

K43   how you can access, review and evaluate information about housing and accommodation relevant to the needs and preferences of the individuals with whom you work

K44   government reports, inquiries and research relevant to individuals to seeking, applying for and accessing housing and accommodation

K45   the benefits and negative effects of housing and accommodation on the self-esteem, self-image and identity of individuals

K46   the relationship between homelessness and the conditions of the individuals with whom you work

K47   the practical and emotional skills that individuals need to develop in order for them to be able to live independently

K48   referral routes into and between different parts of the housing sector

K49   issues you are likely to face when individuals have to change, or have had to change, their housing and accommodation because of their needs and circumstances

K50   issues you are likely to face when supporting individuals to access housing and accommodation

K51   issues you are likely to face when individuals fail to access housing and accommodation or are unable to cope with the housing and accommodation they have accessed

K52   the factors that need to be taken into account when arranging housing and accommodation for individuals including risks to the individual and risks to key people and others from the individuals

K53   the benefits which are available to assist with housing and accommodation

K54   how to use evaluations of different housing and accommodation options to identify those which have been successful in meeting specific individuals' needs

Unit 320 Support individuals to access housing and accommodation services (SCDHSC0349)

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 contact by you will be at a level that is determined by the individual, to enable issues to be identified until the housing or accommodation staff gain confidence in, and knowledge of, working with the individual

Factors may include the social background of the individual (including culture, gender, disability, family history, any history of being in care etc); abuse or neglect of the individual; emotional and psychological factors; stage of development of the individual; level of understanding; lack of suitable housing and accommodation in the past; use of drugs and alcohol; abusive, aggressive or offending behaviour.

Housing and accommodation services may include supported lodgings; residential support; hostels; foyers; supported flats or housing; floating support; housing associations; estate agencies

The **individual** is the adult, child or young person you support or care for in your work

Information may include how and when they should contact you, your role and the level of your responsibilities as agreed with the individual, the assistance you can offer to the housing and accommodation services when working with the individual

Issues may include the services they may be able to offer individuals, any special issues or requirements of the individual that would need to be taken into account, level of support required to meet the needs of the individual; inappropriate behaviour by the individual for the setting; risks from others in the accommodation to the individual; risks from the individual to others in the accommodation

Obstacles may include the individual's own feelings about different forms of housing and accommodation; their knowledge and skills to live independently; the resources at their disposal; the risks they pose to others in the housing and accommodation; the risks that others in the housing and accommodation may pose to them.

Overall effectiveness may include feedback on the progress of the individual, the effectiveness of their work with individuals and their feelings about their contribution

The **plan** may include realistic and achievable goals, actions the individual will take, the support they will need, people from whom they will seek support, timescales for action, how and when they will review progress towards goals

Support needs in relation to housing and accommodation may include emotional and psychological support; skill development including independent living skills; access to services and shops; safety and security.

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 321   Support the spiritual well-being of individuals (SCDHSC0350)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when you promote, recognise, respect and support individuals' spiritual well-being. This includes identifying ways to support individuals' spiritual well-being and providing opportunities that facilitate and support this. It also includes evaluating and reporting on work that relates to spiritual well-being.

Performance criteria

You must be able to:

Identify ways to support individuals' spiritual well-being

P1   clarify your understanding of **spiritual well-being** and the **individual's** right to have their **spiritual needs** met

P2   support the individual and **key people** to **communicate** aspects of the individual's life that affect their spiritual well-being

P3   communicate with the individual about their spiritual experience and well-being at a level and pace appropriate to their preferences and needs

P4   support the individual to identify how and by whom their spiritual needs can be addressed

P5   ensure you do not impose your own values and beliefs when communicating about the individual's spiritual well-being

P6   take action to ensure that the individual's spiritual well-being is taken account of appropriately in their **care or support plan** and day to day life

Provide opportunities that facilitate and support spiritual well-being

P7   work with the individual, key people and **others** to create an environment that enables individuals to express aspects of their spiritual well-being

P8   access resources and information to support the individual's spiritual well-being and your own understanding of this

P9   contribute to liaising with people and groups in the community who can contribute to the individual's spiritual wellbeing

P10   support the individual to take opportunities for exploring and expressing their spiritual life and wellbeing

P11   support the individual to participate in ceremonies, traditions and practices that support their spiritual well-being without imposing their views and beliefs on other people

P12   support the individual and others to be involved in on-going learning in relation to the individual's spiritual well-being

P13   support the individual to have time, space and privacy for personal reflection

Evaluate work that relates to spiritual well-being

P14   work with the individual, key people and others to evaluate how well the environment, activities and opportunities contribute to the individual's spiritual well-being

P15   support the individual key people and others to explore ways in which aspects of the environment, activities and opportunities could be further improved to meet the individual's spiritual well being

P16   work with the individual, key people and others to make agreed adjustments

P17   access any additional expertise required to better meet the individual's spiritual needs

P18   reflect on the effects on yourself and your own beliefs and values when meeting the spiritual needs of others

P19   complete records and reports about your work in relation to the spiritual well-being of individuals in accordance with legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to
        address them

Handling information

K32   legal requirements, policies and procedures for the security and
        confidentiality of information
K33   legal and work setting requirements for recording information and
        producing reports
K34   principles of confidentiality and when to pass on otherwise
        confidential information

Specific to this NOS

K35   how and where to access information and support that can inform
        your practice about individuals' spiritual needs and well-being
K36   what is meant by and can be included in a definition of spiritual
        well-being
K37   ways in which people communicate about feelings and experiences
        that may be associated with spiritual well-being
K38   the complexity of decisions people make about their spiritual lives
K39   ways of enabling people to identify factors that contribute to their
        own spiritual well-being
K40   the range of activities and experiences through which people
        develop and maintain their spiritual well-being
K41   how to work with people when they have experienced or are
        experiencing spiritual distress
K42   how to work with people to encourage them to respect and
        understand perspectives and beliefs they may not share
K43   how to incorporate consideration of spiritual well-being into the
        process of care planning, implementation and review
K44   how to use professional relationships to support and/or promote
        the individuals' spiritual well-being
K45   the range of factors and beliefs, including religious beliefs, that can
        contribute to spiritual well-being

Unit 321   Support the spiritual well-being of individuals (SCDHSC0350)

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.

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 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

Spiritual needs encompass hope, a quest for meaning and inner peace, a need to be valued and to receive assistance to cope with anxieties and fears

Spiritual well-being is a state of wholeness, when every aspect of life is in balance and the person feels confident, creative, fulfilled and integrated, both inwardly and in relation to other people. It is a process of growth and development that gives to the individual meaning, purpose, direction and value in daily life.

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 322   Implement development activities to meet individuals' goals, preferences and needs (SCDHSC0351)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when implementing development activities that will achieve individuals' personal goals and meet their preferences and needs. This includes working with individuals to identify development activities then planning, implementing and evaluating the activities through working in partnership.

Performance criteria

You must be able to:

Plan development activities to meet individuals' goals, needs and preferences

P1   support the **individual** to identify and communicate their goals, preferences and needs in relation to **development activities**

P2   work with the individual and **key people** to identify a range of development activities that could meet their goals, preferences and needs

P3   provide specific information on different development activities to enable a selection to be made

P4   work in ways that promote **active participation** to select development activities that can best meet the individual's goals, preferences and needs

P5   establish what resources are needed to implement the activities

P6   agree required resources with **others**

P7   seek creative solutions and additional support to address any gaps in resources where necessary

P8   clarify your role and responsibilities and those of others in implementing the development activities

P9   complete records and reports on actions and decisions, within confidentiality agreements and according to legal and **work setting** requirements

Implement development activities with individuals

P10   agree with the individual, key people and others how the selected development activity will be implemented

P11   set up the environment for the activity

P12   assist the individual to prepare for their participation

P13   implement the activity according to agreed plans and in ways that promote the individual's active participation

P14   observe the individual while they participate in the activity

P15   support the individual to communicate aspects of the activity that they find helpful and unhelpful

P16   support the individual to communicate changes in themselves that result from participating in the activity

P17   record observations of the development activity and its impacts on the individual

P18   modify the activity in order to maximise the benefits to the individual

Evaluate the effectiveness of development activities

P19   consult with the individual, key people and others to identify how and when the review should take place, who should be involved and what will be the indicators of success

P20   work with the individual and key people to identify how they wish to be involved in the review and whether they require additional support to participate

P21   ensure that the individual and key people have the information they need to prepare themselves to carry out the review

P22   work with the individual and key people in identifying, collecting and analysing relevant information

P23   work with other professionals and as part of a mixed-skill team to deliver, review and change developmental activities

P24   use agreed indicators to evaluate together how effective the developmental activity has been in meeting the individual's goals, preferences and needs and in promoting their well-being

P25   contribute to negotiating any changes required in the range, level, complexity and quality of the development activity

P26   complete records and reports on the evaluation, recommending necessary changes, within confidentiality agreements and according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information, literature and support that can inform your practice about development activities

K36   theories relevant to the individuals with whom you work about identity and self-esteem and how these can be affected by participation in development activities

K37   methods of supporting individuals to take responsibility for promoting their own health and wellbeing and the role of development activities within this

K38   methods of supporting individuals to identify how their developmental needs can be met and the support they need to manage the process of undertaking development activities

K39   methods of supporting individuals to review activities and identify what they have achieved and any changes needed

Unit 322   Implement development activities to meet individuals' goals, preferences and needs (SCDHSC0351)

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

Development activities: intellectual activities and pursuits, activities that enable individuals to retain and regain their skills; activities that enable individuals to keep fit and mobile; activities that enable individuals to participate and interact with others

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

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community.

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 323 Support individuals to continue therapies (SCDHSC0352)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals to continue therapies under the direction of a therapist. This includes working with therapists and individuals to agree how therapies will be supported to continue and supporting individuals to complete specified activities. It also includes contributing to evaluation of the effects of therapies on the individuals.

Performance criteria

You must be able to:

Work with individuals and therapists to agree how therapies will be supported to continue

P1   clarify with the therapist and the individual the intended outcomes of continuing a specific **therapy**

P2   discuss with the therapist your role and responsibilities in helping the **individual** to continue the therapy

P3   identify with the therapist the skills and abilities you require to support the individual to continue the therapy

P4   with the individual and the therapist, review the skills and abilities that individuals and **key people** need to carry out the activities and procedures

P5   work with the therapist and the individual to identify the level and type of support you could provide to enable the individual to participate fully in the therapy

P6   work with the therapist to identify extra support the individual may need to enable them to continue the therapy

P7   agree with all involved their preferred options for support

P8   contribute to negotiating agreement on options and how they will be implemented

P9   complete records and reports about actions, procedures and outcomes, within confidentiality agreements and according to legal and work setting requirements

Support individuals to interact through communication

P10   develop relationships with the individual and key people that promote communication

P11   arrange the environment to minimise **barriers to communication**

P12   make sure that any extra support or specific aids to communication are available

P13   support the individual to communicate using their preferred language and methods of communication

P14   encourage the individual to use any extra support or specific aids

P15   pay full attention to the individual when **listening** to them

P16   use styles and methods of communication that are most likely to meet the individual's preferences and needs

P17   respond to the individual in a way that shows you value and respect them

P18   adapt your communication when it is proving ineffective

P19   support the individual to engage with key people and others

P20   support people to communicate using the individual's preferred methods of communication and to understand their responses

P21   encourage the individual to communicate their feelings and emotions in ways that will help you and other people to understand them

P22   work together to overcome barriers to communication

Support individuals to complete activities identified by therapists

P23   identify with the therapist and others the activities the individual needs to continue

P24   confirm how the activities should be carried out and the support the individual and key people will be able to have

P25   support the individual to understand the nature of the therapy and the benefits of continuing and completing it

P26   support the individual to access additional information they require to benefit from the therapy

P27   undertake agreed support activities with the individual and key people in ways that promote active participation

P28   identify with the individual any difficulties or concerns they have during therapy activities and take appropriate actions to deal with these

P29   stop the therapy session where the individual shows signs of pain or distress

P30   take appropriate action to address difficulties, pain and distress

P31   seek additional support from the therapist when you are not competent to deal with problems and difficulties

P32   encourage the individual to continue therapy activities by acknowledging success and supporting them when they are having difficulties

P33   support the individual and key people to continue the therapy activities themselves

P34   review the support you are providing to identify with the individual any changes needed to make your support more effective

Contribute to evaluating the effects of therapies on individuals

P35   agree with all involved the observations for which you are responsible

P36   observe accurately the individual's progress and problems, difficulties or concerns that arise during therapy sessions

P37   check your observations to establish where they are the same as those of the individual, key people and others

P38   identify the reasons for any differences between observations

P39   contribute your observations to the overall evaluation of the effectiveness of the therapy

P40   contribute to agreeing changes that need to be made to the therapy and therapy sessions in the light of limited progress or changes in the needs and circumstance of the individual

P41   provide feedback in an accessible form to the individual, key people and others

P42   ensure that decisions, judgements, explanations and recommendations are accurately documented

P43   provide records, reports and feedback as agreed within the therapy programme, according to confidentiality agreements and taking account of legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice about therapies and continuing them in the absence of the therapist

K36   how you can access, review and evaluate information about the therapies being used

K37   how aspects of human growth and development can affect and be affected by the therapies being used

K38   identity, self-esteem and self-image, and how these can be affected by individuals continuing specified therapeutic activities

K39   how to use your relationship with individuals to promote their well-being through therapeutic activities

K40   the conditions and impairments therapies are addressing

K41   how to set up the environment and set up and use any equipment and materials needed for the therapy

K42   the outcomes that the therapy aims to achieve for the individuals

K43   the impact of stress and fear on behaviour and the individuals' ability to use the therapy

K44   the role of active participation and encouragement in enabling individuals to use the therapy

K45   the most effective ways of supporting the individuals to use the therapy to support their health and well-being

K46   how to form a supportive relationship with individuals to enable them to benefit as much as possible from the therapy

K47   how to observe the individuals using the therapy

K48   the key signs of problems and difficulties that need to be reported to the therapist and others

K49   how to involve the individual in collecting information about their experience of the therapy and its outcomes

K50   what information and observations you contribute to evaluations

Unit 323   Support individuals to continue therapies (SCDHSC0352)

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 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.

The **therapy** may refer to occupational therapy; physiotherapy; behavioural therapy; other therapeutic programmes.

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

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

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 324 Support individuals to deal with relationship problems (SCDHSC0356)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when you support individuals who are experiencing difficulties in their personal relationships. This includes supporting them to assess problems within relationships and to find ways to overcome these. It also includes working with individuals to evaluate relationship problems and the effectiveness of the support they have received.

Performance criteria

You must be able to:

Support individuals to assess problems within their relationships

P1 access information and advice about relationships and potential problems that may be experienced by the **individual**

P2 support the individual and **key people** to identify the effects that relationships with specific people and groups may have on their own well-being and that of others

P3 support the individual to **communicate** any problems they experience in their relationships

P4 support the individual to communicate the perceived causes of any relationship problems

P5 access information that will help you support the individual to explore and address the specific relationship problems they have identified

P6 work with the individual to assess the nature of the problem and what may need to change in order to address it

P7 agree with the individual the amount and type of support they need in order to address the problem

P8 seek additional support and advice from appropriate people and organisations where you are unable to deal with the relationship problem

Support individuals to overcome relationship problems

P9   support the individual to decide how best they can build and maintain a relationship where there are difficulties

P10   support the individual to identify ways in which they can help themselves to overcome difficulties within the relationship

P11   take account of any legal requirements or restrictions when supporting the individual to overcome difficulties

P12   support the individual to deal with fears and anxieties when preparing to make contact within a difficult relationship

P13   support the individual to access and use facilities for contact

P14   encourage the individual to keep appropriate contact between meetings

P15   support the individual to find ways to manage conflicts and tensions in the relationship

P16   carry out other specific activities as agreed to support the individual within the relationship

P17   monitor the individual's wellbeing and behaviour within, or resulting from, the relationship

P18   report to appropriate people any concerns about the individual's behaviour, wellbeing or situation which are outside your ability to deal with

P19   work with the individual to plan how they can remove themselves from a relationship that is destructive, damaging or abusive

P20   seek additional help, support and advice from appropriate people and organisations where you are unable to help the individual to overcome relationship problems

Work with individuals to evaluate relationship issues, problems and support

P21   work with the individual and key people to identify how they can participate in evaluating relationship issues and the support provided

P22   work with the individual to evaluate their relationship needs and issues and the effectiveness of support received to help overcome problems

P23   support the individual to evaluate the benefits and any detrimental effects of making, being involved in and maintaining contact with particular people in their lives

P24   support the individual to evaluate the level and type of support they require to maintain appropriate contacts and build supportive relationships in the future

P25   collate feedback from the individual, key people and others to inform the evaluation

P26   contribute to the evaluation of the individual's relationships, the problems associated with them and the actions taken to overcome these

P27   complete records and reports on actions, processes and outcomes from working with the individual to address relationship problems, in accordance with legal and work setting requirements

Knowledge and understanding

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how to access records and information on the needs, views and preferences of individuals and key people regarding relationship problems

K36   how and where to access information and support that can inform your practice about supporting individuals to overcome relationship problems

K37   how you can access, review and evaluate information about relationships and problems associated with these, generally and for the specific individuals with whom you work

K38   social and psychological factors that can affect relationships

K39   the role of relationships and social networks in promoting individuals' well-being

K40   the ways in which relationships are formed, may change and can be ended and the effect this may have on individuals

K41   types of relationships that can be beneficial and those that can be detrimental to the individuals with whom you are working

K42   situations when individuals, key people and others may be at risk from relationships and how to assess and deal with these

K43 actions and conditions that might enhance and inhibit the relationship difficulties of individuals and ways of resolving difficult relationship issues

K44 role of relationships and social networks in promoting the well-being of the individuals with whom you work

K45 the benefits and challenges of using the internet and social networking sites for developing and maintaining relationships

K46 methods of ensuring individuals understand the need to maintain relationships with individuals and networks

K47 methods of ensuring individuals understand the need to move on from old relationships

K48 methods of ensuring individuals understand the need to form and maintain new relationships

K49 methods of ensuring individuals understand the need to avoid contact with those people and groups where limitations have been placed upon them

K50 issues that are likely to arise when supporting individuals to develop, maintain and move on from contacts and relationships and how to support the individuals to deal with these

K51 the support you may need when dealing with those who have difficult relationships and how to access this

K52 factors influencing roles, relationships and communication within families

K53 the physical conditions and emotional factors which may have an effect on relationships

Unit 324 Support individuals to deal with relationship problems (SCDHSC0356)

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

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.

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 325 Support individuals to represent their own wishes and needs at decision-making events (SCDHSC0366)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when you support individuals to advocate for their own wishes and needs at events where decisions will be made about them. This includes supporting individuals to access information that will enable them to represent themselves as well as supporting them to plan, prepare and present their wishes and needs at the event. It also includes supporting individuals to review the outcomes of the decision-making process and their experience of representing themselves.

Performance criteria

You must be able to:

Support individuals to access information to enable them to present their own wishes and needs

P1   support the **individual** and **key people** to understand the nature, proceedings, role and responsibilities of the **decision making events** at which they are to represent themselves

P2   support the individual to identify the outcomes they want to achieve from the decision-making process

P3   support the individual to identify what information they have about their present situation and where there are gaps

P4   support the individual to identify information that will help them to present their wishes and needs at the event

P5   agree with the individual and key people what information they will be responsible for accessing and what you will be responsible for yourself

P6   support the individual and key people to collect, collate and analyse the information the individual will need to present their needs and wishes

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

P7   support the individual and key people to identify any gaps in information

P8   help the individual to fill gaps in information, as far as possible

P9   work with the individual in ways which promote active participation and which respect their experience, expertise, background, culture and beliefs

P10   provide feedback to the individual where they seek your advice

P11   where you are unable to provide appropriate feedback, access additional relevant support for the individual

Support individuals to plan, prepare and present their needs and wishes

P12   support the individual and key people to review the options available for the presentation, taking account of the context in which it will be made

P13   agree with the individual your role and responsibilities, if any, in supporting them to present their wishes and needs

P14   support the individual and key people to identify how the information they need will be organised and used by the individual

P15   support the individual and key people to identify any specialist expertise or equipment the individual needs in order to present their wishes and needs

P16   support the individual to rehearse what they will **communicate** to present their wishes and needs

P17   support the individual to identify any perceived problems with their presentation and how these may be overcome

P18   carry out your agreed role in enabling the individual to present their own wishes and needs at the event, in ways which promote active participation

Support individuals to review outcomes and experiences

P19   work with the individual, key people and others to review the key messages, decisions and outcomes from the decision making process

P20   work with all involved to agree actions when the outcomes match the individual's preferences

P21   work with all involved to agree what action should be taken, and by whom, to remedy any negative effects when the outcomes do not match the individual's preferences

P22   ensure that all involved have a record of the outcomes and decisions in an accessible and appropriate form

P23   work with the individual, key people and others to review the individual's experience of representing themselves at the event

P24   work with the individual, key people and others to analyse the strengths of the presentation and any areas for learning

P25   complete records and reports on processes and outcomes noting any implications for the individual and key people, in accordance with legal and work setting requirements

Knowledge and understanding

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice when supporting individuals to represent their own needs and wishes at decision making events

K36   how you can access, review and evaluate information about decision making events, the type of presentations required and the individual's best interests in terms of representing their own wishes and needs at decision making events

K37   factors that affect an individual's capacity to represent themselves at decision-making events

K38   how to promote individuals' capacity to identify and present their own needs and wishes

K39   any risks associated with the decisions being made and how they will need to be addressed in the presentation

K40   methods of supporting individuals to identify and express the needs and preferences they wish to present at decision making events, taking account of any risks

K41   methods of supporting individuals to identify and agree the outcomes they want to achieve

K42   methods of supporting individuals to use information from different sources in their presentation

K43   methods of supporting individuals to prepare for and plan presentations

K44   methods of supporting individuals to identify how their presentation of their needs and wishes is likely to impact on others

K45   methods of providing feedback in ways that sustain the individual's confidence and independence

K46   how to use role play and rehearsals to support individuals to prepare for and to make presentations

K47   resources to which individuals can have access to enable them to make presentations of their needs and wishes

K48   the role of interpreters in enabling individuals to present their own needs and wishes

K49   the role of independent advocates and when they may be needed

K50   methods of reviewing the outcomes of the presentations with the individual

K51   methods of reviewing with the individual your contribution to the process

K52   procedures through which individuals can contest the records of a presentation

K53   recording, reporting and other documentary requirements related to the preparations for, procedures within and outcomes from decision making events and how to communicate these to individuals, key people and others in ways that can be understood by all

Unit 325   Support individuals to represent their own wishes and needs at decision-making events (SCDHSC0366)

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

Decision making events may be informal or formal events where decisions are likely to be made about the individual, their situation and/or their family; they may include case conferences, appeal panels, court proceedings

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.

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 326 Support individuals to access independent representation and advocacy (SCDHSC0367)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you help individuals to access independent representation and advocacy to meet their representational needs. This includes supporting individuals to identify their representational needs, to select independent representation and advocacy and to evaluate the services they have used.

Performance criteria

You must be able to:

Support individuals to identify their representational needs

P1   access information on assessing when independent representation and advocacy services can best meet the needs of individuals

P2   work in ways that promote the active participation of the individual when identifying how their preferences and needs can best be represented

P3   support the individual to identify and communicate how they could benefit from being independently represented or having someone advocate on their behalf

P4   work with the individual to identify the purpose of any independent representation or advocacy

P5   support the individual to assess the advantages and disadvantages of involving an independent representative or advocate to represent their views

P6   work with the individual to identify the processes and procedures involved in activities for which they may wish to be independently represented of have an advocate represent their views

P7   support the individual and **key people** to make an informed decision about whether independent representation or advocacy services would be useful in helping to meet the individual's representational needs

P8   seek advice and support from appropriate people and organisations when you are unsure of how best to support the individual's wishes

Support individuals to select independent representation and advocacy

P9   work with the individual to identify the specific areas where they might benefit from the support of an independent representative or advocate

P10   work with the individual to identify the skills and abilities an independent representative or advocate would need to enable the individual's views to be fully represented

P11   support the individual to identify the type of advocacy they want

P12   explore with the individual the range of people who might be able to act appropriately as an advocate for them

P13   work with the individual to identify possible areas of conflict between themselves and potential advocates

P14   approach the potential advocates or advocacy service on the individual's behalf, where they do are unable to do so themselves or where this is their preference

P15   support the individual to confirm that potential advocates are able and willing to represent the individual appropriately

P16   introduce potential advocates to the individual

P17   support the individual to select from potential advocates, working in ways that promote active participation

P18   assure the individual that it is their choice which advocate to choose and that they do not need to choose any of the potential advocates if they do not want to

P19   confirm with the individual their decisions about selecting an independent advocate

P20   where conflicts and problems emerge that you are unable to resolve, pass these on to the appropriate people

P21   complete records and reports on advocacy arrangements in accordance with legal and work setting requirements

Support individuals to evaluate the independent representation and advocacy

P22   encourage the individual and any others included in the representation or advocacy arrangement to monitor and assess the effectiveness of the service received

P23   support the individual to evaluate the outcomes from the independent representation or advocacy against the outcomes they wished to achieve

P24   explore any concerns regarding the effectiveness of the independent representation or advocacy arrangements with the individual, key people and the independent representative or advocate, within confidentiality agreements and according to legal and work setting requirements

P25   seek advice from appropriate people where there are continuing concerns regarding the independent representation or advocacy

P26   support the individual and key people to identify any changes required to independent representation or advocacy

P27   provide feedback on the independent representation and advocacy arrangements for the individual

P28   complete records and reports on the effectiveness of the independent representation or advocacy, within confidentiality agreements and according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how to access records and information relevant to the individual's needs and circumstances and their rights to select, access and use independent representation and advocacy

K36   how and where to access information and support that can inform your practice when supporting individuals to identify and access independent representation and advocacy

K37   how you can access, review and evaluate information about independent representation, advocates and advocacy services

K38   factors that can affect the individual's ability to present their own needs and wishes and the role of independent advocates and

interpreters in enabling individuals to present their own needs and wishes

K39   factors to be taken account of when assessing whether independent representation or an advocate will be beneficial in supporting the individuals' needs and preferences

K40   factors that affect individuals' capacity to represent their own views

K41   theories relevant to the individuals with whom you work, about the contribution and limitations of independent representation and advocacy in promoting the individual's independence and control over their lives

K42   methods of supporting individuals to assess their need for independent representation and advocacy

K43   methods of providing accessible information about independent representation/ advocacy

K44   methods of working with individuals to make an informed choice about the type of independent representation and advocacy that will be most effective in presenting what they want to achieve and how

K45   methods of working to identify and negotiate conflicting interests which may arise with the independent representation and advocate

K46   methods of supporting the individual to communicate their assessment of the effectiveness of the independent representation and advocacy

K47   methods of negotiating and agreeing the role and scope of the independent representation and advocacy role with the individual

Unit 326   Support individuals to access independent representation and advocacy (SCDHSC0367)

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

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.

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 427　Present individuals' preferences and needs (SCDHSC0368)

SCQF Level:	8
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you present individuals' preferences and needs. This includes identifying with individuals the preferences and needs they want you to present, then acting with and behalf of the individuals to present these effectively. It also includes supporting individuals to review the effectiveness of the representation arrangement.

Performance criteria

You must be able to:

Identify with individuals the preferences and needs they want you to present

P1　access information about the procedures and practices of the **decision making event** at which you will be presenting the **individual's** preferences and needs

P2　support the **active participation** of the individual in making decisions about how they will be represented

P3　work with the individual to assess the outcomes they wish to achieve from your representation

P4　support the individual to communicate their preferences and needs

P5　support the individual to understand the options for their representation

P6　check your understanding of the individual's preferences and needs and how you will represent these

P7　make necessary changes where you or the individual have misunderstood anything or think something needs changing

P8　ensure that neither you nor the individual will be compromised by your working on their behalf

P9　where you feel you cannot represent the individual, make clear your reasons for this and agree the best alternative

P10　complete records and reports on processes, agreements and outcomes, within confidentiality agreements and according to legal and work setting requirements

Act with and on behalf of individuals to present their preferences and needs

P11   clarify the purpose, scope and goal of the representation and your role within it

P12   prepare yourself to act on behalf of the individual by identifying suitable methods, gathering sufficient information and evaluating key points

P13   prepare a case that represents the best interests of the individual, ensuring that the case represents their views and preferences rather than your own

P14   support the individual to understand the preparations you have made and confirm that the individual's views are clearly represented

P15   take note of any differences of opinion

P16   support the individual to understand the procedures and practices of the decision-making process and the likely outcomes from the representation

P17   carry out your agreed role in presenting the individual's preferences and needs

P18   ensure that representation and actions taken on behalf of the individual accurately represent their values, preferences, needs and interests

P19   communicate the processes and outcomes from your representation in ways that can be understood by the individual

P20   record the processes and outcomes from the representation within confidentiality agreements and according to legal and work setting requirements

Support individuals to review the effectiveness of the representation

P21   encourage the individual to participate in monitoring and assessing the effectiveness of representation arrangements

P22   support the individual to evaluate the outcomes achieved against the outcomes they wished to achieve

P23   support the individual to identify any changes required to the representation

P24   explore any concerns you and the individual have about the effectiveness of the representation

P25   support the individual to agree any actions that should be taken in relation to their concerns

P26   access advice from **others** where the representation has not gone according to plan or the individual has raised concerns

P27   complete records and reports on the representation, its effectiveness and any changes needed, within confidentiality agreements and according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice when representing the needs and preferences of individuals

K36   how you can access, review and evaluate information about decision making events, the type of presentations required and the individuals' best interests in terms of representing their wishes and needs at decision making events

K37   factors that affect an individual's capacity to represent their own wishes and needs

K38   how to promote individuals' capacity to identify and promote their own wishes and needs

K39   any risks associated with the decisions being made and how they will need to be addressed in your presentation

K40   methods of supporting individuals to identify and express the needs and preferences they wish you to present at decision making events, taking account of any risks

K41   methods of supporting individuals to identify and agree the outcomes they want to achieve

K42   methods of preparing for and planning representations generally, and specifically for the decision making event at which you will be representing the individual's needs

K43   methods of identifying with individuals whether or not it is appropriate for you to make the representations

K44   methods of making representations on behalf of individuals in ways that enable them to retain as much control over their lives as possible

K45   methods of providing feedback in ways that sustain the individual's confidence and independence

K46   the role of independent advocates and when they may be needed

K47   methods of reviewing the outcomes of the presentation with the individual

K48   methods of reviewing with the individual your contribution to the process

K49   procedures through which individuals can contest the records of a presentation

K50   recording, reporting and other documentary requirements related to the preparations for, procedures within and outcomes from decision making events and how to communicate these to individuals, key people and others in ways that can be understood by all

Unit 427   Present individuals' preferences and needs (SCDHSC0368)

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

Decision making events may be informal or formal events where decisions are likely to be made about the individual, their situation and/or their family; they may include case conferences, appeal panels, court proceedings

The **individual** is the adult, child or young 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

Unit 328 Support individuals with specific communication needs (SCDHSC0369)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals who have specific communication needs. This includes identifying individuals' specific communication preferences and needs, supporting individuals to interact with other people and monitoring communication to identify changing needs.

Performance criteria

You must be able to:

Identify individuals' communication preferences and needs

P1 access information about the individual's communication and language needs

P2 where information is not available or appears incomplete, use other strategies and sources to identify the individual's communication and language needs

P3 observe the individual, their behaviour and **communication cues** to help you understand how the individual communicates and what specific messages they are communicating

P4 pay full attention to the individual when **listening** to them

P5 seek appropriate support when you have problems understanding and interpreting the individual's communications

P6 seek appropriate support when the individual has problems understanding you

P7 work with the **individual, key people** and **others** to identify the communication methods that best meet the individual's needs

P8 complete records and reports on communication needs and processes according to legal and work setting requirements

Support individuals to interact through communication

P9 support the individual to express their wishes about who they wish to communicate with and the ways in which they wish to communicate

P10	support the individual to overcome barriers they experience when communicating with others
P11	support the individual to develop communication methods and skills that will enable them to be understood by others
P12	support the individual to acquire any specific equipment to enable them to communicate
P13	support the individual to correctly set up and use communication equipment
P14	check that the equipment is working properly, taking appropriate actions to remedy any problems
P15	access other specialist services and facilities, including **human aids to communication**, to enable the individual to communicate
P16	provide opportunities for individuals to communicate with others using the communication methods and skills they have developed
P17	ensure the environment is arranged to minimise barriers to communication
P18	encourage the individual to engage with others
P19	encourage the individual to communicate their feelings and emotions in ways that will help you and other people to understand them
P20	support other people who come into contact with the individual to communicate with them appropriately
P21	support people to understand and respect the individual's specific communication needs, to understand and interpret the individual's communications and to use appropriate strategies and methods to be understood by the individual
P22	encourage people to allow sufficient time for the individual to communicate their message, without interrupting
P23	work with the individual to enable them to communicate in new and changing situations and environments

Monitor individuals' communication needs

P24	examine records and reports to enable you to observe appropriately and recognise changes in the individual's communication needs
P25	observe the individual while they are communicating with you, with key people and with others
P26	work with the individual and key people to monitor any changes in the individual's communication
P27	evaluate the changes observed
P28	seek further help, advice and support when your evaluation suggests that the individual's communication needs have changed
P29	complete records and reports about changes to the communication needs of the individual according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   why the individuals' rights and preferences are particularly important when individuals are using specific communication methods and language

K36   how communication may alter because of the individual's personal beliefs and preferences

K37   how cultural differences affect an individual's perception of 'normal' and 'abnormal', acceptable and unacceptable communication and how this affects the approaches you should adopt to work with individuals

K38   how and where to access information and support that can inform your practice when supporting individuals with specific communication needs

K39   how to access, review and evaluate information, services, equipment and support to meet specific communication and language needs generally, and for the specific individuals with whom you work

K40   theories relevant to the individuals with whom you work, about working with individuals with specific communication needs

K41   theories about motivation and how to encourage people with communication difficulties to communicate including the use of positive reinforcement

K42   how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work

K43   methods, equipment and aids (including human aids to communication) to support individuals to communicate

K44   how to arrange the environment to maximise communication and interaction

K45   the effect which an inability to use recognised forms of language can have on the behaviour and attitude of an individual

K46   the ways in which communication can be modified and augmented for different needs and made interesting/stimulating to the individual

K47   the meaning of 'contact' and the different forms which it may take

K48   the appropriateness of physical contact with the individuals with whom you are working

K49   the nature of the communication differences of people who lack social understanding and imagination

Unit 328   Support individuals with specific communication needs (SCDHSC0369)

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.

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the individual including disability, disadvantage, anxiety or distress

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

Communication cues may be those that are widely used and recognised by people; or specific to particular group(s); or specific to the individual

Human aids to communication may include people who sign; people who take notes; people who `mouth'; people who speed type

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.

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.

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 329   Support the use of technological aids to promote independence (SCDHSC0370)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals to use technological aids to promote their own independence. This includes working with individuals to identify appropriate technological aids, supporting them to use specific aids and contributing to the evaluation and review of their effectiveness.

Performance criteria

You must be able to:

Support individuals to identify technological aids that will help promote their independence

P1   support the **individual** to identify aspects of their daily living where technological aids could help to promote their independence

P2   support the individual to **communicate** their preferences and needs about technological aids to independence

P3   access information about types of technological aids that could suit the individual's preferences and needs

P4   support the individual to understand the purpose of relevant types of technology and how each can be used

P5   work with the individual to evaluate which options best meet their preferences and needs and comply with health and safety requirements

P6   support the individual to identify the option they prefer

P7   seek specialist support and advice to respond to questions about technological aids that are outside your competence to deal with

Support the use of technological aids

P8   work with the individual at a pace that best suits their preferences and needs and in ways that promote active participation

P9   ensure that the selected technology is correctly installed and complies with health and safety requirements

P10	ensure that technological aids are used in ways and in places that maintain the individual's privacy and dignity

P11	support the individual to understand the technology and how it works

P12	check that the individual understands how the technology should be used and can put this into practice

P13	support the individual to communicate any issues, queries or concerns they have about using the technology

P14	clarify any misunderstandings about the purpose and use of the technology, seeking additional help where necessary

P15	give encouragement and constructive feedback to motivate the individual to use the technology and continue to do so over time

P16	work with the individual to identify any aspects of the technology that key people and others need to understand and/or use

P17	support key people and others to understand the nature and purpose of the technology and how to use it in ways that help promote the individual's independence

P18	support the individual, key people and others to address any difficulties encountered, seeking specialist support and advice where necessary

P19	support the individual to take appropriate and immediate action to deal with faulty equipment, in accordance with work setting requirements and any manufacturer's instructions and guidance

Contribute to evaluating the use of technological aids

P20	observe the effectiveness of technological aids in helping to promote the individual's independence over time

P21	agree with the individual, key people and others how the use of technology will be evaluated

P22	seek feedback from the individual, key people and others on the use and effectiveness of the technology

P23	work with the individual, key people and others to evaluate the technology, its use and the support provided

P24	agree any changes needed to improve the use and operation of the technology, including changing the technology where necessary

P25	ensure that you, key people and others carry out your agreed roles in making changes

P26	access specialist support where the scope of the technology or any difficulties encountered are outside your competence to deal with

P27	complete records and reports on actions, processes and outcomes according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1	legal and work setting requirements on equality, diversity, discrimination and rights

K2	your role in promoting individuals' rights, choices, wellbeing and active participation
K3	your duty to report any acts or omissions that could infringe the rights of individuals
K4	how to deal with and challenge discrimination
K5	the rights that individuals have to make complaints and be supported to do so

Your practice

K6	legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
K7	your own background, experiences and beliefs that may have an impact on your practice
K8	your own roles, responsibilities and accountabilities with their limits and boundaries
K9	the roles, responsibilities and accountabilities of others with whom you work
K10	how to access and work to procedures and agreed ways of working
K11	the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
K12	the prime importance of the interests and well-being of the individual
K13	the individual's cultural and language context
K14	how to build trust and rapport in a relationship
K15	how your power and influence as a worker can impact on relationships
K16	how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
K17	how to work in partnership with individuals, key people and others
K18	how to manage ethical conflicts and dilemmas in your work
K19	how to challenge poor practice
K20	how and when to seek support in situations beyond your experience and expertise

Theory

| K21 | the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support |
| K22 | theories underpinning our understanding of human development and factors that affect it |

Personal and professional development

| K23 | principles of reflective practice and why it is important |

Communication

| K24 | factors that can affect communication and language skills and their development in children, young people and adults |

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice when supporting individuals using technology

K36   how to access, review and evaluate resources, information and services about technological aids to promote independence generally, and the specific technological needs of the individuals with whom you work

K37   theories relevant to the individuals with whom you work about motivation and how to encourage people to use technological aids, including the use of positive reinforcement

K38   how difficulties with independence can affect the identity, self-esteem and self-image of the individuals with whom you work

K39   the types and range of technological aids that can be used to promote individuals' independence and how they work

K40   health and safety requirements when setting up and using technological aids

K41   risk assessment and risk management for setting up and using technological aids

K42   when to call in specialist help in relation to technological aids

K43   sources of further information and technological advice

K44   the range of methods for finding and diagnosing faults with technology and what action to take to remedy them

K45   environmental factors that might affect the functioning and efficiency of technological aids

K46   how to support individuals to evaluate the effectiveness of technology in meeting their preferences and needs

Unit 329 Support the use of technological aids to promote independence (SCDHSC0370)

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

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.

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 330 Support individuals to communicate using interpreting and translation services (SCDHSC0371)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support communication with individuals using interpreters and translators. This includes arranging appropriate interpreting and translation services and supporting communication between individuals and others through interpreters. It also includes supporting those involved to evaluate the quality of the outcomes and the effectiveness of interpreting and translation services.

Performance criteria

You must be able to:

Arrange interpreting and translation services to meet the individual's requirements

P1 access documents that will help identify the **individual's** interpretation and translation requirements

P2 support the individual and **key people** to identify interpreting and translation requirements, taking account of the individual's preferred language, their culture and their preferred method of communication

P3 identify suitably qualified people to meet the communication, interpretation and translation requirements of the individual

P4 agree terms and conditions for the involvement of suitably qualified people to meet the communication, interpretation and translation requirements of the individual

P5 provide information about the individual's specific requirements to interpreters and translators

P6 work with translators, interpreters and the individual to identify any specific support they need from you and **others**, any preparation that is required and any specialist equipment that is needed

P7	ensure any specialist equipment is ready and other preparations completed
P8	ensure that translators, interpreters and the individual are clear about legal and work setting requirements for the use of translation and interpretation services, including confidentiality agreements and the storage and security requirements for confidential information

Support communication through interpreters

P9	work in ways that promote **active participation** when supporting communication through an interpreter
P10	provide information about the purpose and the nature of the interaction to the interpreter
P11	agree with the interpreter their role, any interventions they should make and the level of detail required in the communication
P12	explain to the interpreter any specific terms and concepts that the individual may not understand
P13	clarify with the interpreter any communications from the individual that you are not able to understand
P14	support the interpreter to work in ways that promote the individual's rights and choices, respect their experiences, expertise and abilities and promote inclusion
P15	ensure the interpreter allows sufficient time for the individual to **communicate** fully their thoughts, views, opinions and wishes
P16	monitor the understanding of all involved and the effectiveness of the interpretation
P17	modify interactions to improve communication and understanding
P18	summarise communication at appropriate points to ensure that all involved agree what has been communicated and any actions to be taken

Support those involved to evaluate the quality of outcomes and the effectiveness of the service

P19	encourage all involved to take part in evaluating the effectiveness of the interpretation and translation services provided
P20	review with the individual and key people the contribution that the interpreting and translation services have made to the individual's communication and wellbeing
P21	work with all involved to agree any changes that would improve the interpretation and translation services
P22	support individuals, key people and others to identify the implications from any agreed changes
P23	inform appropriate people of agreed changes
P24	implement changes that are within the scope of your role and responsibility
P25	complete records and reports on evaluation processes and outcomes, within confidentiality agreements and according to legal and work setting requirements

Knowledge and understanding

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   why the individual's rights and preferences are particularly important when they are using translators and interpreters

K36   how cultural differences may affect an individual's perception of acceptable and unacceptable communication and how this affects the approaches you should adopt

K37   theories about communication in relation to individuals who require interpreters and translators

K38   theories about motivation and how to encourage individuals to communicate through interpreters and translators, including the use of positive reinforcement

K39   how communication and language differences and difficulties can affect the identity, self-esteem and self-image of the individuals with whom you work

K40   the reasons why translators and interpreters need to understand the background and culture of the people for whom the translation or interpretation is being done

K41   how to access, review and evaluate information, services, equipment and support about interpretation and translation services

K42   the types of information interpreters and translators need to carry out interpretation/translation effectively

K43   the impact of communicating across different language and communications forms and possible issues that may arise

K44   how to arrange the environment for translation and interpretations

K45   the difference between simultaneous and consecutive interpreting and sight translation and when each may best be used

K46   different types and forms of communication that might require translation and interpretation services

K47   the role of interpreters and translators in interpreting and translating everything that is said or written, and when they may intervene

K48   how to assist translators and interpreters

K49   what indicators to use and what to record when evaluating and assessing interpreting and translation services

Unit 330   Support individuals to communicate using interpreting and translation services (SCDHSC0371)

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

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.

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 431   Develop programmes to enable individuals to find their way around environments (SCDHSC0372)

SCQF Level:	8
SCQF Credit value:	11
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when developing programmes designed to enable individuals to find their way around different environments. This includes working with individuals to plan and implement programmes of activities and then working together to evaluate their effectiveness.

Performance criteria

You must be able to:

Assess individuals' capacity to find their way around environments

P1   support the **individual** to **communicate** their preferences and needs in relation to finding their way around **environments**

P2   access information and advice that will enable you to assess with the individual their skills and abilities in finding their way around environments

P3   communicate the purpose of the assessment to the individual, **key people** and **others**

P4   work in ways that promote **active participation** to assess with the individual their skills and abilities in finding their way around particular environments

P5   work in ways that promote active participation to assess with the individual the **risks** involved in finding their way around the environment

P6   encourage the individual to consider the use of new techniques and strategies to address risks and develop skills

P7   complete records and reports about the assessment according to legal and work setting requirements

Develop programmes to support individuals in finding their way around environments

P8   work in partnership with the individual to agree outcomes and objectives they wish to achieve, taking account of identified preferences, circumstances, needs and risks

P9   support the individual to identify methods of learning that are appropriate to their preferences and needs

P10   work in partnership with the individual to develop a realistic and achievable programme to meet the agreed outcomes and objectives, ensuring that best use is made of available resources

P11   ensure the programme is presented in a format accessible to the individual

P12   confirm that the individual understands and agrees the programme

Implement programmes to support individuals in finding their way around environments

P13   work in ways that promote active participation to support the individual in carrying out the agreed programme, taking account of their preferences and needs

P14   give positive and constructive feedback to the individual throughout the programme

P15   observe the individual during the programme, noting progress and any difficulties encountered

P16   work with the individual to identify any barriers to progress and ways to address these

P17   agree adjustments to the programme in response to the individual's preferences, needs and progress

P18   access additional help and advice in areas that are outside your competence

Review the effectiveness of programmes to meet planned outcomes

P19   work with the individual and key people to agree how the evaluation and review should take place and who should be involved

P20   check with the individual, key people and others that your observations made during the programme are accurate

P21   obtain feedback from the individual, key people and others about how effective the activities were in meeting goals, preferences and needs in line with planned outcomes

P22   obtain feedback from the individual, key people and others about the support you have given

P23   evaluate with others the effectiveness, usefulness and impact of the programme and the support provided

P24   agree changes to the programme and support in accordance with feedback, seeking additional advice where necessary

P25   take appropriate action to implement the agreed changes

P26   complete records and reports on outcomes, observations, evaluations and revisions, according to legal and work setting requirements

Knowledge and understanding

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice when planning and implementing programmes to enable individuals to find their way around environments

K36   how you can access, review and evaluate information about the training you need to use aids and equipment and to train others in their use (if applicable)

K37   theories relevant to the individuals with whom you work about physiological and psychological factors affecting the skills and abilities of individuals to find their way around environments

K38   theories relevant to the individuals with whom you work about the possible impact of physical movement and mobility for individuals when finding their way around environments

K39   theories about motivation and the use of positive and negative feedback and its potential affect on the individuals with whom you are working

K40   theories about ecological and environmental conditions important to your work

K41   the implications of any health conditions for individuals' movement, skills and abilities to find their way around environments

K42   theories about learning and how to put together individualised programmes to support people to find their ways around environments

K43   national and local guidance on falls prevention and factors that impact on falls

K44   issues you are likely to face when planning and implementing programmes to enable individuals to find their way around environments

K45   how to support, encourage and motivate individuals who are stressed and distressed

K46   how previous experiences may affect the confidence of an individual to find their way around familiar or new environments

K47   principles for the safe support and handling of individuals and equipment

K48   the implications of environmental factors such as light, colour and contrast on the mobility of a person

K49   the difference between what constitutes an obstacle and what constitutes an environment

K50   important factors in setting up environments to meet individual needs

K51   ways of helping individuals to identify, negotiate and minimise **hazards**

K52   who defective equipment should be reported to and why

K53   how to maximise individuals' input into the development, implementation and evaluation of programmes

Unit 431   Develop programmes to enable individuals to find their way around environments (SCDHSC0372)

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

Environments may include settings that are familiar to the individual and which are essential to their daily living and independence; and settings that are unfamiliar, perhaps encountered only occasionally and requiring distinct strategies, techniques and skills

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.

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

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

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 332 Support individuals to manage change in their lives (SCDHSC0382)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when you support individuals to manage change in their lives. It includes working with individuals to prepare for change, supporting them to manage and adapt to the change during the transition period, then working together to review the effectiveness of methods and strategies used.

Performance criteria

You must be able to:

Support individuals to prepare to manage change

P1 support the **individual** and **key people** to **communicate changes** that have occurred or that are about to occur in their lives

P2 support the individual and key people to identify the impact, positive and negative, that the change has had or is likely to have on their lives

P3 support the individual to identify their preferences, their concerns and any **risks** associated with the change

P4 identify with the individual and key people the expertise and experience they have within themselves that will help them to prepare for and manage the change, and ways to develop these further

P5 identify with the individual and key people the expertise and experience available from their personal networks to enable them to prepare for and manage the change

P6 support the individual to identify any additional information, resources, support or expertise needed to assist them in managing the change

P7 work with the individual, key people and others to agree the outcomes they wish to achieve in managing the change and plan how to accomplish them

P8 contribute to identifying and addressing any risks associated with the individual's preferred options for managing the change

P9   work with the individual, key people and others to identify the expertise they bring and the activities for which you and they will be responsible

P10   agree with the individual, key people and others how processes and outcomes will be monitored and reviewed

Support individuals and key people to manage change

P11   carry out your agreed role to support the individual to manage the change in ways that promote **active participation**

P12   support the individual and key people to communicate any fears, anxieties and concerns when going through the period of change

P13   ensure that information associated with the change is made available to the individual regularly, promptly and in an accessible form

P14   support the individual and key people to identify ongoing changes in their requirements during the time of transition and the implications and impact of these, including any risks that may emerge

P15   work with the individual, key people and others to implement and adjust activities, resources, services and support to enhance the individual's capacity to manage and adapt to the change

P16   support the individual and key people to recognise progress and achievement during the transition period

P17   support the individual to address any feelings of loss and any impact on their identity or self-esteem arising from the change

P18   seek additional expertise and support when you are unable to meet the needs of the individual and key people in managing change

Support individuals to review the methods they have used to manage change

P19   support the individual and key people to agree how they should be involved in reviewing the methods and processes involved in managing the change

P20   agree with the individual how you and others should be involved in the review process

P21   work with the individual and key people to identify where there have been positive changes in their well-being and where there are concerns

P22   work with others involved to identify positive and negative aspects of the process and outcomes

P23   contribute in agreed ways to evaluating whether outcomes have been achieved and whether strategies and support have been effective

P24   contribute to identifying any adjustments that need to be made to the activities, resources, services and support provided

P25   complete records and reports on the effectiveness of the strategies and support used to enable the individual and key people to manage change, in accordance with legal and work setting requirements

Knowledge and understanding

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how to access records and information on the needs, views and preferences of individuals and key people regarding their abilities to cope with and manage change

K36   how you can access, review and evaluate information about managing change generally, and for specific individuals

K37   social and psychological factors that can affect people's response and management of change

K38   actions and conditions that might enhance and inhibit individuals' ability to manage and cope with change

K39   the role of relationships and social networks in supporting individuals to cope with and manage change

K40   methods of working with individuals to understand the process of change and its likely impact on their lives and those of key people

K41   methods of promoting individuals' strengths and those in their networks as key resources for achieving change

K42 methods of working with individuals to plan and implement agreed changes so that they are tailored to the outcomes the individual wants to achieve and the ways they want to use them

K43 methods of planning and implementing incremental and radical change in individuals' lives and its impact on key people and others

K44 methods of working with individuals when the changes are forced upon them

K45 methods of working with families and networks to maintain support and cope with change

K46 methods of planning, monitoring, review and evaluation that are participative

K47 issues likely to arise when supporting individuals to cope with and manage change and how to support the individuals to deal with these

Unit 332   Support individuals to manage change in their lives (SCDHSC0382)

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

Changes may be sudden or incremental; planned or unplanned; related to changing environments, changing physical and/or mental health, changing capacity for independent living

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

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

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

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 333   Support individuals to move into new living environments (SCDHSC0383)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting individuals to move and settle into new living environments. This includes preparing individuals to move, supporting them to settle and then working with them to review the impact of their new environment on their well being.

Performance criteria

You must be able to:

Support individuals to prepare to move into new living environments

P1   support the **individual** and **key people** to **communicate** their views and feelings about leaving their current living arrangements and moving into a **new living environment**

P2   support the individual and key people to plan the stages of the move and ways to enable these to happen as smoothly as possible

P3   provide the individual and key people with information about the new living environment in understandable and accessible formats

P4   support the individual to reflect on the impact the move is likely to have on them and their personal relationships

P5   support the individual to address any feelings of loss and any impact on their identity or self-esteem arising from the change

P6   support the individual to identify any **risks** associated with the move

P7   support the individual to recognise the personal strengths and resources they have that will help them deal with and adapt to the change

P8   work with the individual, key people and **others** to organise preparatory visits to the new living environment

P9   work with the individual, key people and those within the new environment to plan the move, ensuring that this takes account of the anticipated stages and the individual's preferences and needs

P10   work with the individual, key people and others to ensure that any legal and statutory requirements are met

Support individuals to settle into their new living environment

P11   work with the individual to agree their priorities and preferences for settling into the new living environment

P12   support the individual to familiarise themselves with the new environment and the daily living arrangements there

P13   support the individual to communicate approaches or activities that could help them adjust to living with other people in the new living environment

P14   support key people to remain involved in the life of the individual as much as possible

P15   support the individual to participate in health, social, cultural and spiritual activities in the new environment that suit their preferences and needs

P16   work with the individual and key people to make adjustments that will help make the individual more comfortable in the new environment

P17   agree with the individual and key people how they can raise any issues and concerns they have about the move or its impact

P18   work with key people to address any specific needs they themselves may have arising from the individual's move

Support individuals to review the impact of their new environment on their well-being

P19   agree with the individual and key people how the impact of the new environment on the individual's well-being will be reviewed

P20   support the individual and key people to identify where there have been positive changes in the individual's well-being and where there are concerns

P21   support the individual, key people and others to agree what needs to happen to ensure that gains in the well-being of the individual are maintained

P22   support the individual and key people to plan ways to deal with problems identified

P23   support the individual and key people to agree any additional resources, facilities and support that are required

P24   where it is concluded that the new environment is unsuitable for the individual, contribute to initiating plans for alternative arrangements

P25   complete records and reports about the processes and outcomes of the review in accordance with legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2	your role in promoting individuals' rights, choices, wellbeing and active participation
K3	your duty to report any acts or omissions that could infringe the rights of individuals
K4	how to deal with and challenge discrimination
K5	the rights that individuals have to make complaints and be supported to do so

How you carry out your work

K6	legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
K7	your own background, experiences and beliefs that may have an impact on your practice
K8	your own roles, responsibilities and accountabilities with their limits and boundaries
K9	the roles, responsibilities and accountabilities of others with whom you work
K10	how to access and work to procedures and agreed ways of working
K11	the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
K12	the prime importance of the interests and well-being of the individual
K13	the individual's cultural and language context
K14	how to build trust and rapport in a relationship
K15	how your power and influence as a worker can impact on relationships
K16	how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
K17	how to work in partnership with individuals, key people and others
K18	how to manage ethical conflicts and dilemmas in your work
K19	how to challenge poor practice
K20	how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21	the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support
K22	theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23	principles of reflective practice and why it is important

Communication

K24	factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable
           individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and
           maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context
           of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about
           possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or
           discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to
           address them

Handling information

K32   legal requirements, policies and procedures for the security and
           confidentiality of information

K33   legal and work setting requirements for recording information and
           producing reports

K34   principles of confidentiality and when to pass on otherwise
           confidential information

Specific to this NOS

K35   how to access records and information on the needs, views and
           preferences of individuals and key people regarding living
           arrangements

K36   how and where to access information and support that can inform
           your practice when preparing and supporting individuals to move
           and settle into new living environments

K37   how you can access and evaluate information on new living
           environments

K38   how power and influence can be used and abused when supporting
           individuals to move and settle into new living environments

K39   actions and conditions that might enhance and inhibit the
           individual's ability to manage and cope with the change

K40   methods of supporting individuals to understand how their change
           of living environments is likely to impact on their lives and those of
           key people

K41   methods of promoting individuals' strengths and those in their
           networks as key resources for smooth transitions between living
           environments

K42   methods of supporting individuals when changes are forced upon
           them

K43 methods of planning, monitoring, review and evaluation that are participative

K44 ways of supporting individuals to evaluate what they gain and what they lose in their new living environment

Unit 333   Support individuals to move into new living environments (SCDHSC0383)

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

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.

New living environment might include moving from home to hospital, residential care, sheltered or other accommodation; ward to ward; hospital to home, residential care, sheltered or other accommodation; homelessness to living accommodation, e.g. housing, hostels, hotels

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

Unit 334   Support individuals through bereavement (SCDHSC0384)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals through bereavement. This includes supporting individuals when they first learn of their loss, supporting them during the time of bereavement and supporting them to manage changes resulting from the bereavement.

Performance criteria

You must be able to:

Support individuals when they learn of a bereavement

P1   access information and support to help you understand and manage the likely impact on the **individual** when they are told of a bereavement

P2   contribute to identifying the most suitable time and place to tell the individual about the bereavement, within your own role and responsibility

P3   take action to ensure that the individual is in an appropriate place which allows them privacy when they first hear about the bereavement

P4   support the individual to understand as clearly as possible the information about the bereavement and the procedures that will follow, clarifying and repeating information as necessary

P5   support the individual to prepare to deal with procedures that will follow the bereavement

P6   access additional support for the individual where you are unable to provide appropriate support

Support individuals during bereavement

P7   allow the individual private time to adjust to the bereavement, taking account of any **risks** to the individual

P8   work with **others** to ensure that support is available for **key people** to help them adjust to and support the individual's bereavement

P9   support the individual to **communicate** their thoughts, feelings and concerns about their bereavement and mourning

P10   reflect on the thoughts and feelings expressed to you by the individual, to enable you to understand their experience of bereavement and loss

P11   support the individual to carry out their normal daily functions according to your role and responsibilities

P12   support the individual when they become distressed

P13   observe changes in the individual which may give cause for concern and which may indicate a response to bereavement outside that expected during mourning

P14   seek additional support for yourself where you are unable to support the individual

P15   work with the individual, key people and others to identify the need for additional or specialist support for the individual

P16   work with the individual, key people and others to access additional or specialist support where needed

Support individuals to manage changes following bereavement

P17   work in ways and at a pace that are sensitive to the individual's distress, grief and mourning

P18   support the individual to manage conflicting emotions, indecision and fear of the future

P19   support the individual to identify and understand changes that need to be made because of the bereavement

P20   support the individual to identify their preferences and needs regarding options for change

P21   support the individual to take a positive view of changes and how they will help build towards the future

P22   encourage the individual to recognise and focus on their strengths when considering changes

P23   check the individual's understanding of the changes that need to be made including the effect on themselves, key people and others

P24   deal sensitively with any conflicts between those involved in or affected by the changes

P25   support the individual to access additional and specialist support where needed

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how the impact of culture, religion, personal beliefs, preferences, stage of development and previous experiences of loss may affect an individual's approach to bereavement

K36   the purpose of, and arrangements for your supervision when working with and supporting individuals through bereavement

K37   how and where to access information and support that can inform your practice about supporting individuals who are bereaved

K38   how you can access, review and evaluate information about dealing with bereavement generally, and for the specific individuals with whom you are working

K39   theories about grief, bereavement and mourning relevant to the individuals with whom you work

K40   how to work with the individual's family and friends to address practical issues and how they may be affected by the individual's loss

K41   how to support individuals and key people through the process of grieving and mourning for the deceased person

K42   how to support individuals and key people to manage the likely impact of the bereavement on their lives and to deal with issues that are likely to arise

K43   the role of specialist agencies in supporting people who are bereaved and how to recognise when specialist support is required

Unit 334 Support individuals through bereavement (SCDHSC0384)

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

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.

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

Unit 335 Support individuals at the end of life (SCDHSC0385)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when supporting individuals at the end of their life. This includes supporting individuals to prepare for the end of life and to plan the care and support they wish to receive during the process of dying. It also includes providing care and support as death approaches and carrying out agreed actions immediately after death has occurred.

Performance criteria

You must be able to:

Provide support to prepare individuals for the end of life

P1   offer appropriate support to the **individual** and **key people** when they receive news that the individual is dying

P2   ensure you **communicate** with the individual and key people at a level and pace with which they are comfortable

P3   provide the individual and key people with the time, privacy and facilities they need to adjust to the knowledge that the individual is dying

P4   support the individual and key people to identify **information** they require to understand and adjust to this knowledge

P5   work with **others** to access the information and any additional support requested

P6   equip yourself to support the individual and key people by managing your own feelings about death and dying, seeking support where necessary

Support individuals to plan for the end of life

P7   encourage the individual to plan in advance for the care and support they wish to have during the process of dying

P8   avoid pressurising the individual to talk about their death, while making clear that you are available for them to do so when they wish

P9   support the individual to express their preferences about how they wish to die, including aspects associated with their culture or beliefs

P10   support the individual to express their preferences about where they wish to die

P11   work with the individual to identify the people they wish to have with them when they die

P12   provide appropriate support when the individual wishes to express personal beliefs, feelings or concerns about death and dying

Support individuals through the process of dying

P13   when death approaches, promptly and calmly contact the people who are to be with the individual as they approach the end of life

P14   liaise with others to ensure that the planned care and support is available to address the individual's preferences and needs

P15   fulfil the wishes expressed by the individual that are within your role, responsibility and competence

P16   carry out your role in ways that respect the individual's dignity, culture, preferences and beliefs

P17   work with others to address in agreed ways any pain or distress the individual experiences

P18   assess when the individual and key people need to be alone with each other

P19   adapt your actions to take account of changing preferences, responses and needs

P20   inform people and organisations of changes in the individual's condition and expressed wishes and preferences, in accordance with plans and work setting requirements

Take action immediately following the death of individuals

P21   carry out your agreed role immediately following the death of the individual in ways that respect their wishes and follow work setting requirements

P22   offer appropriate support to key people

P23   complete records and reports about actions, procedure and outcomes, in line with legal, confidentiality and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how you can access, review and evaluate information about your practice in relation to the end of life

K36   theories relevant to the individuals with whom you work about death and the end of life process both generally and specifically for the individuals with whom you are working

K37   theories relevant to the individuals with whom you work about the impact of death and dying, grief and mourning on individuals and key people

K38   the role of culture, beliefs and religion in the wishes of individuals and key people and in how the process of dying and death itself is managed

K39   social and psychological factors that can affect individuals' and key people's response to the knowledge that an individual is dying

K40   requirements, procedures and practices for the making of wills, including living wills

K41   how to manage the practical effects of the process of dying, including how long individuals can concentrate, the number of visitors they can cope with at any one time and the need to have time alone or with key people

K42   how to support individuals to take as much control as possible over the process of and the environment for dying through advance planning, and why this is important

K43   how to support individuals to cope with conditions, illnesses, diseases and injuries where imminent death is likely or where the prognosis is for a longer period before they die

K44   the extra support you may need and how to access it for individuals and key people who are having difficulties adjusting to the fact that the individual is dying

K45   how to support key people through the process of grieving for the dying person

K46   how to support key people to cope with the likely impact of the individual's death on their lives

K47   how to support key people when they are stressed and distressed

K48   family and group dynamics that may affect reactions to the individual dying, and decisions about how the process of dying and death itself is managed

K49   requirements, procedures and practices that must immediately follow an individual's death, including the removal of medical equipment from the deceased, dealing with their personal property and possessions and the records that are required for this

K50   the purpose of and arrangements for your supervision when working with and supporting individuals through the process of dying

Unit 335 Support individuals at the end of life (SCDHSC0385)

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

The **individual** is the adult, child or young 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.

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 245   Assist in the transfer of individuals between agencies and services (SCDHSC0386)

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard identifies the requirements when making arrangements for transfer of the care and support of individuals between agencies and services, including referral within an agency such as to a specialist worker. The requirements include supporting individuals as they prepare for transfer, making agency preparations and then supporting individuals during the transfer itself. This standard is tailored from SFHAG3.

Performance criteria

You must be able to:

Support individuals as they prepare for transfer

P1   clarify with the **individual**, **key people** and others the reasons for the **transfer**, what is likely to happen and when

P2   explain clearly to the individual, and other relevant people, their roles and responsibilities in the transfer, and any statutory or agency conditions that are attached to it

P3   encourage the individual, and other relevant people, to seek information and express their views

P4   identify the support and assistance which the individual will need to help them make the transfer

P5   provide clear and accurate information about the support that will be provided and how people should seek further assistance if they need it

P6   acknowledge any disagreements that arise and negotiate, with those involved, a working consensus on the way forward

P7   seek advice and support promptly through team discussion and/or supervision as appropriate

Make agency preparation for individuals' transfer

P8 gather the necessary information on **transfer requirements** from appropriate people

P9 make arrangements and preparations for the individual's transfer which are consistent with the requirements

P10 provide clear and accurate information to everyone who needs to know about the transfer arrangements in accordance with confidentiality policies

P11 complete records accurately and clearly and store them according to agency requirements

P12 make any necessary arrangements to monitor and review the individual's adjustment to change

Provide support and supervision during transfer

P13 confirm the individuals and other people's understanding of the transfer arrangements and the reasons for them

P14 provide the agreed information, practical assistance and support to meet the individual's, and other people's needs, within the resources available

P15 provide support for the individual during transfer consistent with agency policies and practice guidelines

P16 complete records accurately and clearly and store them according to agency requirements

P17 communicate information to people who are authorised to have it including transfer of the individual's records in accordance with confidentiality policies

Knowledge and understanding

You need to know and understand:

Values

K1 the rights of individuals with whom you come into contact

Legislation and organisational policy and procedures

K2 legal and organisational requirements and policies requirements relevant to the functions being carried out

K3 the specific legislation (national and European) which relates to the work you undertake and how to take this into account in your work

K4 any particular factors relating to the agency's policies and practices which affect the work undertaken

Theory and practice

K5 how to evaluate your own competence when at work and decide when further support and expertise are needed

K6 the ways in which it is necessary to alter communication when working with different individuals and representatives of different agencies

K7 the protocols for sharing of information between and within agencies in order to achieve continuity of service for the individual

K8 the range of different views, feelings and concerns that individuals and other people may have about the individual's transfer

K9 the different ways in which people react to change

K10 ways of providing guidance and support to individuals, including situations when they are distressed, anxious or angry

K11 how to deal with abusive, aggressive and discriminatory behaviour and situations

K12 the ways in which individual's culture and gender influence your practice

K13 how to apply the principles of equality, diversity and anti-discriminatory practice to your work

Unit 245   Assist in the transfer of individuals between agencies and services (SCDHSC0386)

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 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

Transfer may be into the agency's services; out of the agency's services

Transfer requirements may include those relating to the individual's needs; statutory demands; agency policy and practice guidelines.

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 337   Work in partnership with carers to support individuals (SCDHSC0387)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies requirements when you work in partnership with carers to support or care for individuals. This includes planning how to work together effectively and also working with carers to identify and meet their own support needs by accessing resources, services and facilities. The standard also covers the review of partnership work, including how well the carers' own wellbeing has been supported.

Performance criteria

You must be able to:

Work as partners with carers

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   agree with the individual, the carer and **others** the intended outcomes of your work together

P3   clarify your own role and that of the carer, **key people** and others in supporting the individual

P4   work together to establish shared understanding and consistent ways of working to support the individual and to manage **risks**

P5   carry out your agreed role in ways that demonstrate your dependability and your commitment to partnership work

Work with carers to identify their preferences and needs in relation to their own support

P6   provide accessible **information** about the carer's right to have their own **needs** formally assessed and the procedures for this

P7   work with the carer to **communicate** the outcomes they wish to achieve in relation to support for their own wellbeing

P8   provide information about appropriate **resources, services and facilities** that are available to meet the carer's own preferences and support needs

P9   work with the carer to identify the resources, services and facilities that are most likely to meet their preferences and needs and achieve the outcomes they want

P10   seek additional help where the needs of the carer are outside your competence to deal with

Work with carers to access resources, services and facilities

P11   work with the carer to plan how they will access resources, services and facilities that meet their preferences and needs

P12   work with the individual, the carer and others to identify what support the individual will require in order for the carer to address their own needs, and how to manage any risks associated with this

P13   work with the carer and others to put in place the support the individual needs to enable the carer to address their own needs

P14   work with the carer and others to implement the agreed plan for the carer to access resources, services and facilities

P15   work with the carer to identify any gaps in the provision to meet their preferences and needs

P16   take appropriate action to challenge anything found to be discriminatory when a carer is accessing resources, services and facilities

Work with carers and individuals to review partnership work and support for the carers' wellbeing

P17   work with the carer to agree the process and criteria for reviewing partnership work and support for their own wellbeing

P18   ensure that the carer and the individual have the necessary support to enable them to fully participate in the review

P19   work with the carer, the individual and others to review partnership work against agreed criteria

P20   work with the carer, the individual, key people and others to identify benefits to the carer's health and wellbeing through use of resources, services and facilities, any difficulties that have arisen and any changes that may need to be made

P21   work with the carer, the individual, key people and others to identify whether there should be any changes in the support provided for the individual whilst the carer addresses their own needs

P22   seek additional help where changes are outside your scope of responsibility and expertise

P23   complete records and reports about actions, processes and outcomes, within confidentiality agreements and according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

How you carry out your work

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   the rights of carers to be supported in the caring role, to have their needs and preferences assessed and met

K36   the rights of carers to access services, support, benefits and pensions

K37   how and where to access information and support that can inform your practice when supporting carers in the caring role

K38   how to access, review and evaluate information about resources, services, facilities and support groups relevant to the needs and preferences of carers

K39   government reports, inquiries and research relevant to supporting carers, awareness of the nature of abuse generally but specifically related to abuse of individuals by carers and of carers by individuals

K40   theories relevant to the carers with whom you work, about the impact on behaviour of stress, distress, anger, and fear

K41   theories relevant to the role and contribution of carers in promoting the health, social, emotional, educational, leisure and recreational needs of individuals

K42   the ways in which support available to carers and the length of time they are providing care can impact on their health, emotional and social well- being

K43   resources, services, facilities and support groups appropriate to well-being of carers

K44   how access to employment, recreation, leisure and educational activities can support carers in their caring role

K45   the role specific support groups for carers can have on their well-being and their ability to learn new skills and ways of coping

K46   factors that affect the health, well-being, behaviour, skills, abilities and development of carers

K47   conditions and issues you are likely to face in your work with individuals and carers

K48   methods of supporting carers to express their needs and preferences

K49   methods of supporting carers to understand and take responsibility for meeting their own health, social and emotional needs

K50   methods of supporting carers to identify how their care needs should be met

K51   methods of supporting carers to assess and manage risks to their health and well-being

K52   how to work in partnership with individuals, carers, key people and those within and outside your organisation to enable the carers' needs, wishes and preferences to be met

K53   how to assess and manage risks to the carers' and individuals' health and social well-being

K54   how to assess and manage the care that individuals require to enable the carers to meet their own needs and preferences

K55   how to agree outcomes and make, implement and review plans to support carers in the caring role

Unit 337   Work in partnership with carers to support individuals (SCDHSC0387)

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 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

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.

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; 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

Unit 338   Work with carers, families and key people to maintain contact with individuals (SCDHSC0389)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote effective communication within a work setting where individuals are cared for or supported. This includes establishing understanding of individuals' communication preferences and needs, supporting individuals to communicate, communicating effectively on difficult, complex and sensitive issues and communicating with others through records and reports.

Performance criteria

You must be able to:

Support individuals to identify relationships that are important to them

P1   work with the **individual** to identify family and social relationships that are important to them

P2   support the individual to establish how they can maintain their family and social relationships as their needs and circumstances change

P3   work in ways that promote **active participation** to enable the individual to participate in groups that are important to them

P4   support those within groups to be inclusive of the individual and others

Work with carers, families and key people to maintain their relationships with individuals

P5   support **carers, families** and **key people** to recognise the importance of their relationships with the individual

P6   encourage carers, families and key people to play an active and supportive part in the individual's life

P7   support the individual, carers, families and key people to establish how their relationships can be maintained, taking account of the individual's needs and circumstances and any expected changes

     City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

P8 work with carers, families and key people to acquire any additional support they need to maintain supportive relationships with the individual

P9 identify information, resources and support groups that may help carers, families and key people to manage their relationship with the individual more effectively

P10 support carers, families and key people to **communicate** the reasons for any difficulties they have in coping with their relationship with the individual

P11 highlight to the appropriate people any **risks** of danger, harm and abuse that might arise from unmet support needs for carers, families and key people

P12 take appropriate action to highlight any deficiencies in resources to support relationships

P13 complete records and reports about any requirements needed to support carers, families and key people to maintain relationships with the individual, in accordance with legal and work setting requirements

Support carers, families and key people when in contact with individuals

P14 support carers, families and key people to understand any changes in the individual that might cause them to be distressed or frustrated

P15 support carers, families and key people to deal with any changes in the individual and any problems these may cause

P16 listen to concerns about the individual that carers, families and key people may express

P17 respond promptly to any requests from carers, families and key people for information that it is within your capability to give

P18 observe interactions between the individual and carers, families and key people

P19 identify any changes in the behaviour of the individual, carers, families and key people whilst they are interacting with each other

P20 monitor changes during interactions which might lead to conflict and disagreements

P21 intervene appropriately where conflicts and disagreements occur, according to work setting practices and procedures

P22 seek additional expertise and support where you are unable to respond in ways that will diffuse situations

P23 seek additional expertise when any difficulties and concerns are outside the scope of your responsibility

P24 examine with the individual, carers, families and key people the benefits and limitations of maintaining contact with the individual where there are difficulties during contact

P25 complete records and reports about changes and consequences to the appropriate people, in accordance with legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   the rights of carers, families and key people in relation to individuals, including any restrictions placed upon anyone

K36   how to access records and information on individuals, carers, families and key people

K37   how and where to access information and support that can inform your practice when working with carers, families and key people to maintain contact with individuals

K38   theories relevant to effective relationships with carers, families and key people

K39   theories relevant to the role and contribution of carers, families and key people and their contact in supporting the health, social and emotional needs of individuals

K40   methods of communicating and interacting with carers, families and key people to encourage them to maintain contact with individuals

K41   issues you are likely to face in your work with carers, families and key people

K42   procedures, best practice and factors that you need to take account of when working with carers, families and key people

K43   factors that are likely to affect the maintenance of contact with individuals and how to overcome these

K44   aspects of the individuals' care, behaviour and conditions that may be stressful and inhibit carers, families and key people from maintaining contact

K45   the importance of carer, family and network dynamics, relationships and roles when working with individuals and their carers, families and key people

K46   how to assess and deal with situations when carers, families and key people and the individual may be at risk

Unit 338   **Work with carers, families and key people to maintain contact with individuals (SCDHSC0389)**

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

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

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

Families are people who are legally related to the individual and those who through relationships have become an accepted part of their family

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

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

Unit 339 Support families in maintaining relationships in their wider social structures and environments (SCDHSC0390)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting social inclusion through supporting families to maintain relationships within their community. The requirements include promoting the use of local community services and supporting families to maintain social contacts in their community, while challenging misconceptions about those requiring health and care services.

Performance criteria

You must be able to:

Promote the use of community services by the families of individuals

P1   encourage **family members** to identify and find out about services within their community

P2   support the family to identify any **barriers** to accessing services in the community

P3   work with the family to minimise any barriers they have identified

P4   provide **support and assistance** to enable the family to make full use of available services in their community

P5   support the family in challenging any discrimination and barriers within services in their community

P6   support the family in making transitions when services become unavailable or inappropriate for their needs

Support families to maintain social contacts

P7   encourage the family to express their needs for, and interests in, maintaining **social contacts** within their wider social structure

P8   provide opportunities for the family to discuss their experience of maintaining relationships with social contacts and to raise any difficulties experienced

P9 encourage the family to seek opportunities for positive interactions with social contacts

P10 support the family to pursue opportunities for positive interactions with social contacts

P11 provide the family with information and support to enable them to recognise ignorance and assumptions they may encounter about those who require health and care services

P12 support the family to deal constructively with ignorance and assumptions about those requiring health and care services

P13 assist the family to deal with any **problems** they experience in maintaining social contacts, in line with work setting policies and values

Knowledge and understanding

You need to know and understand:

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in promoting individuals' rights, choices, wellbeing and active participation

K3 your duty to report any acts or omissions that could infringe the rights of individuals

K4 how to deal with and challenge discrimination

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

Your practice

K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7 your own background, experiences and beliefs that may have an impact on your practice

K8 your own roles, responsibilities and accountabilities with their limits and boundaries

K9 the roles, responsibilities and accountabilities of others with whom you work

K10 how to access and work to procedures and agreed ways of working

K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12 the prime importance of the interests and well-being of the individual

K13 the individual's cultural and language context

K14 how to build trust and rapport in a relationship

K15 how your power and influence as a worker can impact on relationships

K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   the assumptions which can lead to discrimination against those requiring health and care services

K36   the forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings

K37   why social contacts are important and should be encouraged in the families of people requiring health and care services

K38   the effects of isolation on families and their relationships with social contacts

K39   methods of encouraging individuals to maintain an interest in and engage with contacts in their wider social structures

K40   the types of support and assistance which people may need and how to access these

K41   sources of information on social structures and opportunities for social contact in the families' environment

K42   factors which may exclude people from accessing wider social structures and how to deal with these

K43   additional support mechanisms which may be needed and how to access them

Unit 339   Support families in maintaining relationships in their wider social structures and environments (SCDHSC0390)

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.

Barriers may be physical (e.g. distance or accessibility); social/cultural; emotional/attitudinal

Family members are people who are legally related to the individual and those who through relationships have become an accepted part of their family

Problems may include physical issues (e.g. access arrangements); emotional/attitudinal factors; ignorance about mental health issues

Services may include social/cultural opportunities (e.g. restaurants, transport, cinemas, clubs, shops); educational opportunities (e.g. libraries, play groups); general health facilities (e.g. optician, dental, GP services, baby clinics); mental health services (e.g. community drop-in centres and other neighbourhood inclusion schemes)

Social contacts may be members of groups within the community (e.g. members of clubs, religious groups, neighbourhood groups); or individuals within the wider social structure (e.g. librarians, general health and care service contacts)

Support and assistance may include those for mobility and access; to enable effective communication; providing information; emotional and psychological support.

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 440   Work with families, carers and individuals during times of crisis (SFHMH13)

SCQF Level:	8
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers working with individuals and their carers and families in times of crisis to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.
	The term 'carers and families' is used to mean any persons who have an active and on-going informal role in caring for the individual with mental health needs, including those with a familial relationship to the individual. Partners, where they exist, would be considered as family members. Individuals with mental health needs may be adults of working age, children or adolescents or older people.
	This standard applies to those who respond to and work with individuals with mental health needs and their carers and families during times of crisis.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   assess the risk of crisis situations occurring with individuals, families and carers

P2   obtain current, accurate and complete information about the circumstances in which needs have arisen and may arise

P3   work with individuals, carers and families to:

P3.1   take account of information on the effectiveness of different actions taken in response to the needs arising

P3.2   identify and evaluate actions that could be taken to avoid or minimise risk to individuals, families, carers and others

P3.3   review the care plan in light of changes in the needs and vulnerabilities of individuals, carers and families

P4   enable individuals, carers and families to contribute actively and openly to the process of identifying and agreeing appropriate risk management strategies

P5   use your assessments to formulate risk management strategies in which you take account of:

P5.1   concerns raised by individuals, families, carers, communities, colleagues and other professionals

P5.2   individuals' right to take risks balanced against the likelihood of harm to themselves and/or others

P5.3   the situation and circumstances associated with the risk

P6   negotiate agreement to the risk management strategies with the individuals, carers, families, service providers, other agencies and practitioners

P7   enable all those who will contribute to the risk management strategies to clarify and confirm their understanding of the strategies and their roles and responsibilities within them

P8   detail and record the agreed risk management strategies and ensure that they are communicated clearly to those who need to receive them

P9   obtain as much accurate information as possible on the nature of, and reasons for, the requests for action

P10   evaluate the information and form a valid judgement as to the seriousness and urgency of the requests for action

P11   follow the guidelines of the service provider in making an assessment as to the urgency of requests for action

P12   obtain accurate, relevant, reliable and current information on the strengths, vulnerabilities, needs and circumstances of the individual, carers and family

P13   identify any conflicts of interest arising from the requests for action in relation to the needs of the individual with mental health needs and their carers/families

P14   record and justify your assessment of the urgency of requests for action and make it available to those who need to receive it

P15   work with families, carers and individuals to assess the situation, including risks to individuals, carers, families and others, and identify the actions required to meet immediate needs

P16   enable individuals, carers and families to participate in the decision making process as actively as time and circumstances permit

P17   offer views and suggestions in a way which is non-threatening to individuals, carers and families and which is sensitive to your own power and authority

P18   build on the preferences of individuals, carers and families when working with them to agree actions

P19   ensure compliance with legislative requirements and the policy, practices and procedures of your organisation

P20   clearly specify the actions to be taken and who will undertake them

P21   negotiate agreement on the information which will need to be shared, and with whom, in accordance with agency and legislative requirements

P22   ensure that the details of the actions to be taken are communicated clearly to all those who need to know them

P23   ensure that the agreed actions are implemented as promptly as possible in accordance with the assessed urgency of the need

P24   keep accurate, complete and up to date records of the actions agreed and implemented

P25   review the outcomes of actions taken to address immediate needs at the earliest possible opportunity

P26   ensure that all parties are aware of and have the opportunity to contribute to the review process

P27   enable individuals, carers and families to express their views on the effectiveness of the actions taken in a frank, honest and constructive manner

P28   ensure that the review process is conducted in an environment that facilitates active participation by individuals, carers and families

P29   clearly summarise the outcomes of the review and enable all those who have contributed to it to comment on the summary

P30   keep an accurate, complete and up to date record of the review and decisions taken and ensure that it is stored securely

P31   use the results of the review to inform the service provided to the individual, family and carers and to inform future actions taken in response to crisis situation

P32   ensure that the results of the review are communicated clearly to all those who need to receive them

Knowledge and understanding

You need to know and understand:

K1   relevant legislation and how this should inform the actions taken in response to urgent requests for action and any risk management strategies

K2   how the legislative framework affects service provider policy

K3   relevant legislation and its implications for the recording, storing and sharing of information

K4   the types of support available to individuals, carers and families in the event of a crisis

K5   the relevant methods and models of intervention that may be appropriate

K6   what the purpose and priorities are of the service provider and how these influence the kinds of support offered

K7   the range of factors that need to be taken into account when determining the urgency of a request for action and how best to respond to it, including economic and social factors, any illnesses which the individual may have, risk assessment, and restrictions which may apply under legislation

K8   the details which need to be specified in risk assessments and risk management strategies

K9   different methods of enabling carers and families to participate in the agreement and review of actions taken in times of crisis and in the development of risk management strategies

K10   the importance of ensuring that individuals, carers and families are actively involved in the process of agreeing and reviewing actions taken and in developing risk management strategies

K11   how to communicate clearly and effectively

K12   how to make a valid assessment of the urgency of a request for action

K13   how to facilitate individual, carer and family participation

K14   how to conduct valid, reliable and comprehensive reviews

K15   how to write reports, including statutory documentation

K16   the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made

Unit 440	Work with families, carers and individuals during times of crisis (SFHMH13)

Supporting information

External links

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

Dimension: HWB3 Protection of health and wellbeing

Unit 341 Obtain information from offenders regarding their behaviour (SFJCJEA1)

SCQF Level:	7
SCQF Credit value:	12
Sector Skills Council:	Skills for Justice
Aim:	This standard is about obtaining, verifying and recording information from offenders regarding their behaviour. Information needs to focus upon the cause of the offending behaviour, the individual's views of their behaviour, and the consequences of the offending behaviour. The information obtained needs to be verified towards informing decision-making.

There are four elements
1. Prepare for a discussion with the individual
2. Obtain and verify information about the individual's offending behaviour
3. Obtain information from individuals about their offending behaviour
4. Close discussions and record information regarding individuals

Target Group

This standard is applicable to those with responsibility for obtaining, recording and verifying information from individuals relating to their offending behaviour. For example, the information may be needed for risk assessment (ie assessing the individuals' risk of reoffending, risk of harming others, and their risk of vulnerability), pre-sentence reports, decisions relating to bail, planning community and custodial sentences, planning other programmes, court and panel reports and progress reports.

Performance criteria

Prepare for a discussion with the individual

P1   identify and review the circumstances of the individual, determining their personal circumstances, including any relevant care history, any known or potential risk factors and their likely motivation to provide information

P2   establish, where the information is available, the individual's attitude to offending, their motivation to change, self-perception, and their reasoning abilities

P3   identify the need for an interpreter, and where necessary, make the relevant arrangements

P4   identify the information which needs to be gathered

P5   make arrangements for meeting the individual which are consistent with the priority of the situation, and which include the appointment time and length, its location, and identifying and confirming relevant details with others who need to be present

P6   make sure that those involved are aware of the nature of the information that you are seeking and your purpose in seeking it

Obtain and verify information about the individuals' offending behaviour

P7   seek information relevant to the individual's offending behaviour, including their personal circumstances, motivation, reasoning skills, and the impact of the behaviour upon the individual and others

P8   explain clearly and accurately your role and responsibility to those from whom you wish to obtain the information

P9   explain clearly the information which is sought, the reasons for the request and how it will be used, including who will have access to it, taking into account requirements for confidentiality

P10   communicate in a manner which encourages an open exchange of views and information, and which is designed to develop rapport and which acknowledges their role, and area of expertise

P11   summarise the information obtained, confirming that it is relevant, accurate and current, and that you have interpreted it correctly

P12   agree a schedule for the provision of any further information required

P13   verify information provided through corroboration against other available sources, identifying any conflicts or anomalies in the information provided

P14   address correctly and promptly any conflicts or anomalies in the information provided

P15   seek advice and support promptly, where appropriate

Obtain information from individuals about their offending behaviour

P16   explain clearly and accurately your role and responsibility to the individual

P17   explain clearly the information being sought and the reasons for seeking it

P18	explain what kind of information you may have to share with others and what may happen as a result
P19	obtain, where appropriate, the individual's consent to the process
P20	communicate throughout the process in a manner which is appropriate to the individual, which encourages an open exchange of views and information, and which is free from discrimination and oppression
P21	advise individuals to explore their behaviour, its impact upon others, and any patterns associated with it, and their beliefs and attitudes about themselves and others
P22	identify the individual's personal circumstances, including those people and relationships significant to the individual, details of their accommodation, their educational experience and achievements, their physical and mental health, and the use of drugs and alcohol by the individual
P23	identify whether the individual has any experience of violence, discrimination, oppression, abuse or other traumatic events
P24	determine, where relevant, the relationship of the individual to their victims
P25	challenge attitudes and behaviour which are aggressive, abusive or discriminatory, while taking account of personal safety
P26	instruct the individual to take responsibility for their behaviour
P27	verify the information provided through corroboration against that available already, identifying and checking any conflicts or anomalies in the information provided
P28	identify and address promptly, where relevant, any risk factors identified which require immediate action
P29	seek advice and support promptly when team discussion and supervision are appropriate

Close discussions and record information regarding individuals

P30	explain to the individual what will happen next and, where possible, obtain their consent to the course of action
P31	explain what information will be recorded and with whom it will be shared
P32	identify what the individual hopes to achieve in order to reach the best possible and fair conclusion
P33	encourage questions, check and confirm understanding
P34	distinguish clearly between facts and opinions
P35	structure information in ways which will allow others to use it readily
P36	maintain accurate and up to date records, in line with your organisation's requirements
P37	make information available promptly and readily to those who are entitled and need to see it
P38	maintain the confidentiality of information, consistent with the requirements of legislation and organisational policy

Knowledge and understanding

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Legislative, regulatory and organisational requirements

K1   legal and organisational requirements which relate to obtaining and verifying information from offenders regarding their behaviour, and their impact for your area of operations

K2   legislation, policies and procedures relating to data protection, health and safety, diversity and their impact for your area of operations

K3   the role of your organisation and the services which it provides in relation to assessing the behaviour of offenders

K4   the organisation's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made

K5   the limits of your authority and responsibility, and the actions to take if these are exceeded

Working within the community justice sector

K6   the types of information required towards assessing offending behaviour and associated risk and protective factors

K7   the importance of verifying the information received from individuals and methods fordoing this

K8   the difference between fact and opinion, their relative advantages and disadvantages, and the importance of distinguishing between fact and opinion

K9   the ways in which an individual's culture and gender may influence practice

K10   the impact of crime on victims and their need for protection, respect, recognition and information

K11   factors which influence an individual's behaviour, including their physical, social, psychological and emotional development

K12   relevant research into the relationship between known factors which influence offending behaviour and the evidence of effective practice in tackling these factors

K13   current definitions of risk and the purpose of risk assessment and management

K14   the ways in which stereotyping and discrimination might affect risk assessment and how to guard against this

K15   the ways in which it is necessary to alter communication when working with different individuals and representatives of different organisations

Unit 246 Prepare, implement and evaluate group activities (SFJCJEC4)

SCQF Level:	6
SCQF Credit value:	13
Sector Skills Council:	Skills for Justice
Aim:	This standard is about planning and providing group activities for individuals based upon their identified needs. The activities might be as part of an intervention plan designed to address aspects of an individual's problematic behaviour, and may also be part of a programme entered into voluntarily by the individual. Such activities therefore also include those aimed at the development of the individual, at raising self awareness, and/or with a therapeutic purpose. Problematic behaviour is that which might be considered to be anti-social, challenging or offending. There are three elements 1. Plan and prepare agreed group activities 2. Support individuals through group activities 3. Evaluate agreed group activities with other members of the team **Target Group** This standard is for those working within the community justice sector and who are preparing, implementing and evaluating group activities to help individuals develop their skills and/or address problematic behaviour.

Performance criteria

You must be able to:

Plan and prepare agreed group activities

P1   identify group activities that address directly the factors contributing to the individual's problematic behaviour and which are consistent with the assessment of the individual's abilities, learning styles and needs, and with the recommendations of the team

P2   suggest new activities and different approaches to the team, and reach agreements before they are used

P3   prepare development activities that are skills based, address problem solving and are appropriate to the individual's age, sensory and general abilities, and which build upon the individual's strengths and interests

P4   encourage individuals to participate at a level appropriate to their abilities

P5   communicate in a manner, level and pace, appropriate to the individual

P6   specify clearly how the success of the activity is to be evaluated, in terms of addressing the individual's identified needs

P7   take into account when planning the activity any constraints and opportunities which are consistent with the individuals' interests, preferences and beliefs

P8   arrange the environment in a way which is appropriate for, and encourages the full participation of all involved

P9   prepare equipment and materials that are sufficient, safe, ready for use, and place them where individuals can access them easily, prior to the start of the activity

P10   enable individuals to participate in the development activity at a sufficient intensity and duration for the activity to achieve its aims

P11   minimise avoidable distractions and disturbances

P12   ensure that the environment is safe and address any hazards promptly and correctly

P13   make accurate, legible and complete records of agreements reached with individuals

Support individuals through group activities

P14   encourage the individual and all involved to participate in assisting the individual's development

P15   provide individuals with sufficient information and guidance, at an appropriate level and pace, to enable them to exercise their skills

P16   treat individuals in a manner that is likely to promote their well-being, dignity and self-esteem

P17   encourage and assist individuals to comment constructively on their experiences using an appropriate means of communication

P18   give constructive feedback to individuals in a manner, and at a level and pace, appropriate to them and in a way which encourages their development and participation

P19   behave in a manner which provides a role model likely to promote the individual's development

P20   minimise the effects of any disruptive influence on the group

P21   give the appropriate support and seek advice from an appropriate person when the individual experiences difficulty or reacts negatively to the programme

P22   keep accurate, legible and complete records of the activity

Evaluate agreed group activities with other members of the team

P23   identify and discuss with the individual and other members of the team the progress that the individual has made towards the goals set and any problems encountered

P24   modify the development activity, after discussion with the individual and the team, where it appears to be inappropriate, or where the resources are unsuitable or inadequate

P25   seek the individual's views and concerns about the activities and clarify these with them

P26   allow the individual to take responsibility and ownership of their success

P27   discuss your own views and those views of the individual with regard to the development activity with other members of the team, including its effectiveness in meeting the agreed goals

P28   propose and discuss with the team alternative strategies and methods for promoting individual development where there are difficulties in achieving the agreed goals, and implement them when they have been agreed

P29   identify and discuss with other members of the team the progress that the individual has made towards the goals set and any problems encountered

P30   seek advice from the appropriate members of the team as soon as possible where there are continuing problems with the implementation of the development activities

P31   inform relevant parties where the activities have been effective

Knowledge and understanding

You need to know and understand:

K1   the importance of learning to take place in a context that is meaningful to the individual

K2   the importance of there being clear links between the individual's needs and the level and intensity of activities planned

K3   the importance of having clear, prioritised objectives, and why development objectives should be constantly evaluated and reviewed

K4   why individuals should be encouraged to participate in planning, and why the individual's views on the effectiveness of the activity are of particular significance

K5   where the individual's consent to the activities should be established and the relationship of this to the promotion of individual rights

K6   why the individual and their families, relatives and friends should be actively encouraged to become involved, and methods of achieving this

K7   the reasons why individuals should be given time and space to develop the skills which they possess and to comment constructively on their own progress

K8   why difficulties experienced by the individual or adverse reactions to the development activity should be reported to the appropriate person

K9   the importance of evaluating and where relevant, modifying programmes for individuals, methods for achieving this, and the associated importance of disseminating information on what has worked and why

K10   why advice should be sought and acted on as soon as there is doubt about particular programmes for individuals

K11   the type and form of activities which are suitable for particular individuals and the manner in which activities can be used to increase potential and effectiveness, self-development and personal responsibility

K12   the ways in which environments can be best adapted for different groups of individuals with differing needs and the special needs of particular individuals or groups of individuals

K13   normal patterns of development and the likely progress which individuals will make to the achievement of goals

K14   the difference between positive and constructive feedback and how this can assist the individual's development

K15   methods of providing feedback to individuals in a manner which will assist their development and of providing support to individuals when they experience difficulties or react adversely

K16   the importance of acting as a role model for the individual

Unit 247 Supervise and enforce interventions in the community (SFJEB5)

SCQF Level:	6
SCQF Credit value:	11
Sector Skills Council:	Skills for Justice
Aim:	This unit is about supervising individuals' participation in interventions within the community, and includes addressing any difficulties in ensuring effective participation. Interventions can be those arising from, for example, court orders, statutory licences and bail conditions. The enforcement of participation via Court Orders is addressed by a separate unit. There are two elements 1. Assist in supervising individuals' participation in interventions within the community 2. Monitor compliance and address issues of non-compliance with interventions **Target Group** This unit is applicable to those with responsibilities which include supervising and monitoring individual's participation in interventions within the community, and taking steps to address non-compliance where necessary.

Performance criteria

You must be able to:

Assist in supervising individuals' participation in interventions within the community

P1   identify the nature of the intervention, and its goals

P2   determine the relevant needs of the individual and their objectives from the intervention

P3   establish clearly your role in supervising the participation of individuals, and agree this with relevant colleagues, those delivering the intervention, the individual and significant others

P4   inform the individual how the supervision will take place, explaining clearly your role and responsibilities

P5   ensure that the individual understands their requirements under the terms of the intervention, and the consequences of their non-compliance

P6   communicate in a manner, and at a pace appropriate to the individual, encouraging questions and checking for understanding, and free from discrimination and oppression

P7   challenge constructively attitudes which are aggressive, abusive or discriminatory, whilst taking account of your own safety

P8   provide ongoing support in line with your supervisory role

P9   identify promptly any issues or obstacles affecting the individual's participation and address these correctly, in line with your role and responsibilities

P10   provide up to date and relevant information regarding the individual's participation to those who require it and are entitled to it

Monitor compliance and address issues on non-compliance with interventions

P11   obtain information from relevant people regarding the individual's compliance, sufficient for effective monitoring and for identifying any issues promptly, in line with your organisation's requirements

P12   identify promptly apparent non-compliance, checking and verifying the circumstances with the relevant people and the individual

P13   establish correctly the reason(s) for non-compliance

P14   determine whether the reason(s) can be addressed by reasonable means, other than through enforcement via statutory powers, and where possible, agree and action these with the relevant agencies

P15   issue clear warnings to individuals where there is a risk of non-compliance, setting out the likely consequences

P16   determine correctly those cases where the use of statutory powers is required, and refer these promptly to the appropriate person(s)

P17   maintain accurate, complete and up to date records, and provide all relevant information promptly to those who need it and are entitled to receive it

Knowledge and understanding

You need to know and understand:

K1   legislation relating to interventions within the community and its impact for your work

K2   your organisation's role and responsibilities in the supervision and monitoring of compliance with interventions in the community

K3   the role and responsibilities of other agencies involved in delivering relevant interventions in the community

K4   why it is important to clarify with individuals, and to confirm their understanding of the requirements of their intervention, including

their responsibilities and the likely consequences of any failure to comply

K5   the importance of supervising individuals, and of monitoring whether individuals meet the conditions of the interventions

K6   the importance of ensuring consistency in dealing with breaches of interventions

K7   the importance of working closely with all relevant agencies when determining the reasons why individuals are refusing to participate in interventions, and how to do this

K8   the importance of ensuring that individuals are aware of the statutory powers that can be called upon to enforce their involvement in interventions, and the impact of such powers upon them

K9   the importance of applying statutory powers, and the associated responsibility to local communities, victims and individuals of using such powers correctly

K10   the types of statutory powers available, the circumstances when these can be used, and to whom to refer towards applying for such powers

K11   the importance of ensuring that the conditions sought when applying for statutory powers are appropriate and workable

K12   the ways in which the physical, social, psychological and emotional development of individuals affects their behaviour and its associated patterns

K13   factors which may be relevant to an individual's difficulties, including triggers and patterns of offending behaviour

K14   the principles of effective equality, diversity and anti-discriminatory practice

Unit 344   Promote participation in agreed therapeutic group activities (SCDHSC0393)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote participation in agreed therapeutic group activities. This includes planning and preparing the activities in ways that will promote the participation of individuals, preparing and supporting individuals through the activities and contributing to the evaluation of the agreed therapeutic group activities.

Performance criteria

You must be able to:

Plan agreed therapeutic group activities to ensure participation

P1   agree with **individuals** in the group, the group as a whole and **others** the purpose of **therapeutic group activities**

P2   agree with all involved the nature and goals of the specific therapeutic group activity

P3   obtain information to ensure that you are able to carry out the activity safely and in accordance with instructions from any specialists involved

P4   work with individuals and the group as a whole to ensure the activity is consistent with any programme of care or support for individual participants

P5   ensure plans are in place to deal with any **risks** associated with the proposed activity

P6   seek advice on how to deal with any areas where you believe there might be problems and conflicts

P7   work with the group and others in planning to ensure the activity is inclusive of all participants

P8   seek specific help for individuals with particular **support needs**

P9   work with the group and others to make any special arrangements needed to enable individuals with particular support needs to participate

P10   arrange the environment, materials and equipment in ways that encourage the full and safe participation of all group members

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Promote individuals' participation in agreed therapeutic group activities

P11   support each individual to understand the benefits that may be achieved from the therapeutic group activity

P12   work with each individual to confirm they understand and agree to take part in the activity

P13   ensure that the environment, the group and the individuals are safe from any danger, **harm and abuse**

P14   use risk assessment to ensure that any chosen risks can be undertaken as safely as possible rather than avoided

P15   support individuals and the group in ways that encourage their participation and co-operation

P16   observe the group and individual members during the activity

P17   praise successes of individuals and the group

P18   give constructive feedback to help individuals to learn and develop

P19   make modifications that are within the scope of your role where the activity is having an adverse effect on individuals or the group

P20   seek appropriate help from others where issues, conflicts or disagreements occur that you are unable to deal with

P21   complete records and reports about activities, processes and outcomes in accordance with legal and work setting requirements

Evaluate agreed therapeutic group activities

P22   agree with individuals in the group, the group as a whole and others the methods of evaluating the therapeutic group activity and the participation of those involved

P23   support individuals to give feedback on of the activity and its benefits to themselves and the group

P24   review with individuals, the group and other appropriate people the learning, development and other benefits that have been achieved

P25   identify with individuals and others where goals were found to be unrealistic

P26   discuss with individuals and others any different ways of approaching existing activities to maximise benefits and participation

P27   make suggestions to relevant people for new activities or modifications where activities are having an adverse effect on individuals or the group and the changes are beyond your remit

P28   agree proposals for revised activities with appropriate people before introducing changes

P29   make appropriate changes to improve the group activities as agreed with individuals and others

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24　factors that can affect communication and language skills and their development in children, young people and adults

K25　methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26　your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27　practices for the prevention and control of infection in the context of this standard

Safeguarding

K28　the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29　indicators of potential harm or abuse

K30　how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31　what to do if you have reported concerns but no action is taken to address them

Handling information

K32　legal requirements, policies and procedures for the security and confidentiality of information

K33　legal and work setting requirements for recording information and producing reports

K34　principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35　how and where to access information and support that can inform your practice about therapeutic group activities

K36　how therapeutic group activities can contribute positively to the health, well-being, behaviour, skills, abilities and development of individuals

K37　conditions and impairments that specific therapeutic group activities are designed to address

K38　specific outcomes that therapeutic group activities aim to achieve for the group members and the group

K39　the purpose of using therapeutic groups activities to promote the health and well-being of individuals and for the promotion of the group

K40　the range of therapeutic activities, their appropriateness to the groups with whom you work and how to adapt them to meet individual and group needs

K41　methods of observing group activities generally, and specifically for the therapeutic group activities you are using

K42　the importance of giving support and providing activities that are consistent with the individuals' abilities, development, skills, preferences and condition

K43   the type of criteria and methods to be used when evaluating the effectiveness of therapeutic group activities

K44   the philosophy and approach of the therapeutic group activities undertaken

K45   how to set up the environment and set up and use any equipment and materials needed for the therapeutic group activities

Unit 344 Promote participation in agreed therapeutic group activities (SCDHSC0393)

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.

Harm and abuse could include neglect, physical, emotional and sexual abuse, financial abuse, bullying, self harm, reckless behaviour

The **individual** is the adult, child or young 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

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 including self-harm, bullying, abuse, reckless behaviour

Support needs may include support for individuals with disabilities or specific communication needs; this 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, mobility and independence

Therapeutic group activities may relate to home, work, leisure, education, relationships; they may include reminiscence therapy, relaxation and anxiety management; activities to promote self-awareness and self-esteem; remedial games; social skills training; communication groups; creative therapy; work-related therapy; health-related therapy

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 345   Contribute to the provision of support groups (SCDHSC0394)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to the provision of groups to support the care and well-being of individuals. This includes contributing to the promotion of existing support groups, contributing to forming groups to support individual needs and supporting individuals and groups in running their own groups.

Performance criteria

You must be able to:

Contribute to the promotion of existing support groups

P1   work with **others** to access information about support and community groups that might be of value to **individuals** with differing health and care needs

P2   work independently to access further information about support and community groups that might be of value to individuals with differing health and care needs

P3   encourage existing groups to make their services known to others

P4   help individuals and **key people** to communicate their support needs and how existing support groups can meet these

P5   encourage individuals to make contact with existing groups that could meet their health and care needs

P6   support individuals to evaluate the effectiveness of the existing groups in meeting their needs

Contribute to forming groups to support individual needs

P7   support individuals and others to identify any gaps in the existing provision for which community groups could be developed

P8   encourage individuals to identify how they would go about developing their own support groups where there are gaps in the existing provision

P9   encourage individuals to check that people who they would wish to be involved are prepared to be part of the group

P10   follow work setting procedures to put individuals in contact with other people who may have the same interests, similar difficulties and purposes for a support group

P11   encourage newly formed alliances to explore the possibility of setting up a group to support the members, ensuring that you maintain confidential agreements

P12   assist individuals to develop their own support groups offering appropriate help and advice about the group's formation

P13   identify **resources** that could be accessed for particular support groups

P14   help individuals complete any paperwork to access resources for the development and running of the support group

Contribute to the running and evaluation of support groups

P15   provide advice and seek additional expertise to support the running of support groups

P16   evaluate the amount of time and assistance you are able to give to the running of the support groups

P17   make clear your responsibilities and commitment to the group

P18   encourage individuals within the group to take on the responsibilities of running the group themselves

P19   assist the group to identify its aims and objectives

P20   assist the group to set up its own working practices

P21   assist the group to outline the responsibilities of group members

P22   assist the group to set up procedures to resolve disputes

P23   assist the group to make their own decisions about the direction of the group

P24   assist the group to decide who should be invited to be involved

P25   help group members to resolve conflicts

P26   help group members to provide an inclusive environment for group members

P27   help group members to protect group members from the **risk** of **danger, harm and abuse**

P28   support group members to evaluate the group's activities and usefulness to its members in meeting their support needs

P29   help individuals to come to terms with their changing needs and circumstances, where appropriate

P30   remove yourself from the group when it is sufficiently established to enable it to continue without your input

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27 practices for the prevention and control of infection in the context of this standard

Safeguarding

K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29 indicators of potential harm or abuse

K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31 what to do if you have reported concerns but no action is taken to address them

Handling information

K32 legal requirements, policies and procedures for the security and confidentiality of information

K33 legal and work setting requirements for recording information and producing reports

K34 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35 methods that are effective in supporting groups to be inclusive, respect the diversity of group members and deal with, and challenge discrimination appropriately

K36 how you can access, review and evaluate information about the support groups and their benefits and risks to individuals

K37 the range of existing support networks and the interest groups they serve and how to access this information

K38 the reasons for disseminating information on support groups to colleagues

K39 the benefits from the development and use of support groups in promoting the independence of individuals

K40 the benefits from the development and use of support groups for the different members of the group and for carers and other key people in the individuals' lives

Unit 345   Contribute to the provision of support groups (SCDHSC0394)

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.

Danger is the possibility of harm and abuse happening and it could be imminent or 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 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
Resources may include physical resources, human resources and sources of funding
Risk could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

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.

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

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 446 Contribute to addressing situations where there is risk of danger, harm or abuse (SCDHSC0395)

SCQF Level:	8
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to addressing situations where there is risk of danger, harm and abuse. This includes contributing to the assessment of situations where the risk of danger, harm or abuse has been identified or disclosed, and acting to minimise and deal with the immediate danger. It also includes supporting individuals to review situations and actions when the immediate danger has passed.

Performance criteria

You must be able to:

Contribute to assessing situations where there is risk of danger, harm or abuse

P1 maintain up to date knowledge and awareness of situations and actions that might lead to **danger**, **harm and abuse** for an **individual**, **key people** and **others**

P2 maintain positive, honest, trusting and sensitive relationships which enable individuals, key people and others to **communicate** any fears or information they have about potential and actual danger, harm and abuse

P3 identify **signs and symptoms** that indicate there is imminent risk of danger, harm or abuse

P4 where the risk of danger, harm or abuse is disclosed rather than observed, check that you understand the situation correctly before responding appropriately

P5 work promptly with the individual, key people and others to assess the risk of danger, harm or abuse

P6 ensure that your interactions with the individual, key people and others **avoid actions and statements that could adversely affect the use of evidence** in future investigations and court proceedings,

making clear your role and responsibilities for sharing information in accordance with legal and work setting requirements

P7   seek immediate support and assistance where the situation is beyond your competence to deal with

P8   complete accurate, timed and dated records and reports on actions to assess the risk of danger, harm and abuse, within confidentiality agreements and according to legal and work setting requirements

P9   ensure that your records and reports avoid any statements that could adversely affect the use of evidence in future investigations and court proceedings

Contribute to minimising the immediate risk of danger, harm or abuse

P10   work within legal and work setting requirements and the boundaries of your own role and responsibilities when addressing immediate risk of danger, harm or abuse

P11   take action to minimise immediate risks to yourself, the individual, key people and others in the vicinity

P12   take steps to de-fuse and reduce the actions of the individual, key people and others that are dangerous and likely to cause harm

P13   promptly request further support and assistance in situations that are outside your expertise, experience, skill and responsibility to deal with

P14   take steps to respond to the needs of the individual, key people and others when and if it is safe to do so

P15   make the environment as safe as possible, removing all dangerous substances and materials while ensuring that any evidence which may be used in an investigation is preserved

P16   where the risk of danger, harm or abuse has been disclosed rather than observed, offer the discloser reassurance and support to identify what they would like to happen in response to their disclosure

P17   inform relevant people and organisations about any disclosures, according to legal and work setting requirements

P18   complete accurate, timed and dated records and reports on actions taken to minimise the risk of danger, harm and abuse, within confidentiality agreements and according to legal and work setting requirements

P19   ensure that your records and reports avoid any statements that could adversely affect the use of evidence in future investigations and court proceedings

P20   seek support for your personal emotional reactions to the situation of immediate risk and to any disclosures made

Contribute to reviewing situations and actions after immediate risk has passed

P21   offer appropriate reassurance and support to the individual after the immediate risk has passed

P22   interact with the individual in ways that recognise their needs, respect their rights and help them to recognise their responsibilities

P23   support the individual to identify the factors that led up to behaviour and situations that were dangerous and likely to cause harm

P24   reflect on your own actions and behaviour to evaluate whether they might have contributed to creating dangerous situations and behaviour

P25   contribute to supporting those involved in dangerous and harmful situations and behaviour to recognise the consequences of their behaviour

P26   contribute to helping those involved in dangerous and harmful situations and behaviour to seek help, advice and assistance

P27   contribute to helping those involved to take steps to prevent further dangerous, harmful and abusive situations and behaviour from arising

P28   complete accurate, timed and dated records and reports on the review of situations and actions, within confidentiality agreements and according to legal and work setting requirements

P29   ensure that your records and reports avoid any statements that could adversely affect the use of evidence in future investigations and court proceedings

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   the purpose of, and arrangements for your supervision when dealing with dangerous, harmful and abusive incidents and the disclosure of such incidents by individuals and key people

K36   how and where to access information and support that can inform your practice when contributing to the assessment of, and actions to deal with the risk of danger, harm and abuse

K37   the ways in which danger, harm and abuse in the short, medium and long term can affect the well-being of individuals

K38   stereotypical assumptions based on gender, race, culture, disability, educational experience etc that affect the perception of danger, harm and abuse to individuals, key people and others both as recipients and perpetrators contributing to assessing and act upon risk of danger, harm and abuse

K39   how power and influence can be used and abused by those wishing to harm, abuse and exploit individuals

K40   how individuals who have been harmed and abused are vulnerable to exploitation and the ways such exploitation can be prevented

K41   how people who harm and abuse individuals conceal what is happening

K42   how to work in partnership with individuals, key people and those within and outside your work setting to support individuals who you and others suspect are in danger of harm and abuse and for individuals who have been harmed and abused

K43   what to do if you suspect or have evidence that the person responsible for harm and abuse is a colleague

K44   how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse

K45   different views on what is harmful, dangerous and abusive and how they relate to your role and tasks

K46   factors that may lead to danger, harm and abuse

K47   signs and symptoms of danger, harm and abuse and the correct actions to take when you suspect that danger, harm and abuse has been disclosed

K48   the effects of being at risk of harm, in danger or abused and their impact on the behaviour of individuals, yourself and others involved,

K49   how to work with individuals who are distressed, fearful and uncertain about what will happen to them and how to support others to do so

K50   the types of evidence that are valid in investigations and court

K51   how to ensure that your actions and statements do not contaminate evidence or prejudice investigations

K52   the way that supportive relationships can help individuals and other people involved to cope with what has happened to them

K53   the actions to take when individuals and key people disclose abuse

K54   how to contribute to assessing levels of risk and the appropriate action to take to reduce or remove risk

K55   how to work with individuals whose behaviour is likely to cause, or is causing, risks to themselves or others, and how to support others to do so

K56   how to work effectively when there is a crisis that involves potential or actual harm and abuse, and how to support others to do so

K57   how to carry out your role within plans to manage the risk or to prevent further danger, harm or abuse

K58   how to work with others outside your work setting who are involved in any review of risks or any action to be taken

K59   how to reflect upon and evaluate how your behaviour and actions could contribute to incidents of danger, harm and abuse

Unit 446   Contribute to addressing situations where there is risk of danger, harm or abuse (SCDHSC0395)

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.

Actions and statements that could adversely affect the use of evidence in future investigations may include asking inappropriate questions; asking leading questions; putting undue pressure on the individual; not following legal and other agreed procedures; changing information; removing information; adding information

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 is the possibility of harm or abuse happening

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

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

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 including self-harm, bullying, abuse, reckless behaviour

Signs and symptoms may include physical, behavioural and emotional indicators.

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 447   Reinforce positive behavioural goals during relationships with individuals (SFHMH27)

SCQF Level:	8
SCQF Credit value:	10
Sector Skills Council:	Skills for Health
Aim:	This standard covers the complex task of establishing and sustaining effective working relationships with individuals as part of an overall strategy to confront anti-social behaviour and promote pro-social behaviour. A key part of this is making individuals recognise and take responsibility for their own behaviour and their obligations to others. The standard covers initial contact with the individual where ground rules are explained and the expectations of the individual are clearly set out. The standard also covers sustaining and developing the relationship and deals with how you eventually disengage from your relationship with individuals. This standard is based on modelling pro-social behaviour. The initial contact might be through individual self-referral, as part of the case management process, or as a result of the individual being referred by other individuals or agencies.

The term `individuals' refers to the people with mental health needs with whom you work. This standard applies to mental health practitioners who are involved in work that is intended to lead - directly or indirectly - to reducing anti-social behaviour of individuals with mental health needs.

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

Performance criteria

P1   gather and review relevant information to familiarise yourself with the individual's background, circumstances, behaviour and needs before initial contact with them

P2   inform individuals accurately and clearly of your role and responsibilities and how your work relates to that of workers in other agencies

P3   explain clearly:

    P3.1   the values and objectives within which you are operating

    P3.2   the nature and boundaries of your relationship with the individual

    P3.3   your own expectations of the individual's behaviour during contact

    P3.4   the agency's expectations of the individual

    P3.5   the outcomes and consequences that may be applied if expectations are not met

    P3.6   the specific behavioural goals which are to be addressed

P4   explore with individuals what they expect from yourself and the agency

P5   interact with individuals throughout the process in a manner which:

    P5.1   models socially-desirable behaviour and communication

    P5.2   is appropriate to the individuals' background, culture, circumstances and learning needs

    P5.3   encourages an open exchange of views

    P5.4   minimises any constraints to communication

    P5.5   is free from discrimination and oppression

P6   check with individuals their understanding of interactions in a manner appropriate to their needs

P7   challenge constructively attitudes and behaviour which are anti-social or discriminatory in a manner which takes account of personal safety and which promotes the individual's change and development

P8   communicate and interact with individuals in a manner which:

    P8.1   demonstrates respect for the individual

    P8.2   recognises their circumstances and experiences but which is not judgmental

    P8.3   provides a positive example and model of behaviour

    P8.4   emphasise the individuals' responsibility for their own actions and behaviour

    P8.5   encourages their motivation

    P8.6   is free from discrimination and oppression

P9   maintain contact with individuals at a frequency and using methods which are consistent with your role, agency and statutory requirements

P10   identify factors which are known to trigger certain kinds of behaviour in the individuals, take appropriate actions to maintain calmness and safety and enable individuals to find alternative ways of expressing their feelings

P11 encourage individuals to review their behaviour and interaction with others and assist them to practise positive behaviours in a safe and supportive environment

P12 challenge the individual when their behaviour and language is anti-social, discriminatory, abusive, aggressive or infringes the rights of others and suggest positive alternatives in a way which encourages them to change

P13 review regularly with individuals their goals and the actions that they have taken to reach them, and offer prompt constructive feedback on progress

P14 explore with individuals any barriers to progress and ways in which they can address them

P15 continuously monitor and review your own behaviour, communication and interactions to ensure you are consistently modelling good practice

P16 summarise clearly and accurately the outcomes of work achieved with individuals once it is known that contact with them is to end

P17 compare outcomes with original agreements and purposes and assist individuals to review and revise their goals and plans and encourage them to find ways to sustain their behaviour change

Knowledge and understanding

You need to know and understand:

K1 how you have applied the principles of equality, diversity and anti-discriminatory practice to your work

K2 how culture, gender and beliefs can affect attitudes and behaviour and how it maybe perceived by others (e.g. it may be seen to be more acceptable for men to be assertive than women); why it is important to recognise and challenge this in yourself

K3 the specific legislation, guidelines of good practice, charters, protocols and service standards which relate to the work being undertaken and the impact of this on the work

K4 the role of the agency and its services and how they relate to other agencies and services in the sector

K5 the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made

K6 your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

K7 the ways in which the physical, social, psychological and emotional development and functioning of individuals affects their behaviour and its associated patterns

K8 relevant research into the relationship between known factors which influence behaviour and evidence of effective practice in tackling these factors;

K9 relevant research into effective practice in confronting anti-social behaviour and promoting pro-social behaviour; how you have applied these in your work

K10   strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others

K11   why it is important to explicitly identify with the individual the behavioural goals to be addressed

K12   how to create and promote opportunities for individuals to practise the desired behaviour

K13   the importance of including within plans staged, positive, achievable objectives for change

K14   the importance of your role as a positive role model to reinforce pro-social behaviours, ways of continuously monitoring your own effectiveness in this

K15   possible methods available for enabling individuals to change their behaviour (such as motivational interviewing, cognitive behavioural methods, adult learning methods, solution-focused therapy)

K16   evidence of their effectiveness and what may affect availability and suitability of the different options

K17   the ways in which an individual's culture and gender might influence the choice of methods selected

K18   the different forms and range of effective communication (e.g. total communication)

K19   the effect of culture on communication (e.g. the use of sensory contact - touch, presence, contact, distance between individuals when communicating, the terms of respect and address used etc.)

K20   how to recognise what people are trying to convey by their behaviour

K21   behaviours which demonstrate value for others and those which do not

K22   the effect that disruptive and aggressive behaviour has on individuals and others in the vicinity

K23   strategies for:

    K23.1   confronting anti-social behaviours whilst maintaining safety

    K23.2   promoting pro-social behaviours and lifestyle

K24   methods of defusing potentially risky situations (such as de-escalation, diversion, talking people down)

K25   working methods and styles which may be used in developing, sustaining and enabling individuals to move on from relationships

K26   how to empower individuals to make effective relationships in the future

K27   methods of:

    K27.1   evaluating your own competence,

    K27.2   determining when further support and expertise are needed

    K27.3   the measures you can take to improve your own competence in this area of work

K28   the options for working with individuals which you have considered and the reasoning processes you used in determining the most appropriate approach for the individual concerned

Unit 447   Reinforce positive behavioural goals during relationships with individuals (SFHMH27)

Supporting information

External links

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

Dimension: HWB4 Enablement to Address Health and Wellbeing

Unit 348 Support individuals with programmes to promote positive behaviour (SCDHSC0398)

SCQF Level:	7
SCQF Credit value:	11
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support individuals in planning and implementing programmes to promote positive behaviour. This includes contributing to assessing the needs of individuals for such programmes and contributing to planning the programmes with others. It also includes providing support during the programmes themselves and contributing to their review.

Performance criteria

You must be able to:

Contribute to assessing the needs of individuals for programmes to promote positive behaviour

P1   agree with the **individual, key people** and **others** your role in the assessment process

P2   support the individual to understand the nature of the assessment and the roles of everyone within it

P3   support the individual to understand the assessment methods and approaches to be used, seeking additional assistance where necessary

P4   confirm that the individual agrees to the methods and approaches to be used

P5   carry out your part of the assessment process in a way that values and respects the individual and promotes their **active participation**

P6   observe the individual during the assessment process

P7   seek support from appropriate people if you observe difficulties and if conflicts or concerns emerge within the assessment

Contribute to planning programmes to promote positive behaviour

P8   support the individual to identify and **communicate** their preferences about programmes to promote positive behaviour

P9   make evidence-based suggestions about how the individual's needs may best be met within the programme

P10   work with the individual, key people and others to agree goals and outcomes for the programme

P11   work with the individual, key people and others to complete a contract for the programme to achieve agreed goals and outcomes

P12   record processes and outcomes from the planning process within confidentiality agreements and according to legal and work setting requirements

Provide support during programmes to promote positive behaviour

P13   ensure the individual has all the information, guidance and support they need to enable them to participate effectively within the planned programme

P14   support the individual in ways that recognise their needs, wishes, abilities, experience and cultural background

P15   interact positively with the individual throughout programme sessions

P16   carry out the programme in ways that support the individual's active participation in the programme and enable them to achieve agreed goals and outcomes

P17   observe the individual during programme sessions

P18   take appropriate action if problems arise to ensure the safety of all involved and to allow the programme to proceed

P19   work with others who support the individual to ensure that activities to promote positive behaviour are effectively co-ordinated

Contribute to reviewing programmes to promote positive behaviour

P20   support the individual, key people and others to identify progress achieved towards agreed goals and outcomes

P21   work with the individual to evaluate the effectiveness of sessions and the programme as a whole in meeting their preferences and needs

P22   support the individual and key people to identify the effects which any short-term interventions have had on the achievement of the longer-term goals of the programme

P23   contribute your own observations and evidence-based reflections to the evaluation process

P24   work with the individual, key people and others to agree how the programme and sessions within it should be improved

P25   record agreements and the implications of these for your work

P26   share information about agreements according to confidentiality agreements and legal and work setting requirements

P27   carry out any changes for which you are responsible

P28   seek additional support and advice where you are unable to carry out any changes required

P29   complete records and reports on processes and outcomes from the review of the programme, within confidentiality agreements and according to legal and work setting requirements

Knowledge and understanding

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in promoting individuals' rights, choices, wellbeing and active participation

K3 your duty to report any acts or omissions that could infringe the rights of individuals

K4 how to deal with and challenge discrimination

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

Your practice

K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7 your own background, experiences and beliefs that may have an impact on your practice

K8 your own roles, responsibilities and accountabilities with their limits and boundaries

K9 the roles, responsibilities and accountabilities of others with whom you work

K10 how to access and work to procedures and agreed ways of working

K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12 the prime importance of the interests and well-being of the individual

K13 the individual's cultural and language context

K14 how to build trust and rapport in a relationship

K15 how your power and influence as a worker can impact on relationships

K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17 how to work in partnership with individuals, key people and others

K18 how to manage ethical conflicts and dilemmas in your work

K19 how to challenge poor practice

K20 how and when to seek support in situations beyond your experience and expertise

Theory

K21 the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22 theories underpinning our understanding of human development and factors that affect it

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   stereotypical assumptions based on gender, race, culture, disability, educational experience etc that affect the perception of the acceptability of behaviour of specific individuals and how to deal with and challenge these

K36   how to access records and information on the needs of individuals in relation to promoting positive behaviour

K37   basic principles and theories underpinning the use of programmes to promote positive behaviour

K38   how and where to access information and support that can inform your practice when assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour

K39   the purpose of and arrangements for your supervision when working with programmes to promote positive behaviour

K40   theories relevant to the individuals with whom you work about identity, self-esteem and self-image and the affect these can have on an individual's behaviour

K41   the ways in which **negative behaviour** can affect the well-being of individuals in the short, medium and long term

K42   triggers for challenging behaviour

K43   signs of withdrawal, attention-seeking, anti-social behaviour and self-damaging behaviour

K44   the effects of stress and distress

K45   the role of relationships and support networks in promoting the well-being of individuals in relation to their behaviour

K46   how the implementation of the programme may affect the individual's behaviour in the short, medium and longer term and the changes which can be expected

K47   the different ways in which assessments for therapeutic interventions to promote positive behaviour can be carried out

K48   the range of techniques that can be used to promote positive behaviour within programmes and the factors to consider when selecting them

K49   techniques that can be used to identify the progress made towards agreed goals and the factors to consider when selecting them

K50   techniques that can be used to assess whether goals are realistic and the factors to consider when selecting them

K51   techniques that can be used to assess the impact of short-term interventions on the longer term aims of the programme and the factors to consider when selecting them

K52   different evaluation methods, how they work and how they need to be adapted according to the individual and their needs

Unit 348　　Support individuals with programmes to promote positive behaviour (SCDHSC0398)

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

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.

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

Negative behaviour may include verbal abuse; physical abuse such as assault of others, damaging property; self-abusive behaviour; illegal behaviour; inappropriate sexual behaviour; reckless behaviour; bullying

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

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Unit 349   Maintain effective working relationships with staff in other agencies (SCDHSC0399)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when you maintain effective working relationships with those working in other agencies. This includes both developing and sustaining effective relationships with staff in other agencies.

Performance criteria

You must be able to:

Develop effective working relationships with staff in other agencies

P1   demonstrate a clear understanding of the roles and responsibilities of the different people and agencies involved in joint working

P2   develop with **others** clear action plans for the joint work which include details of its aims, what will happen, who is responsible for doing it and by when

P3   clarify with the people concerned their role in relation to action plans which are already in existence

P4   agree arrangements for joint work which are appropriate to the nature and purpose of the work and likely to be effective in establishing and maintaining relationships

P5   agree with others the confidentiality attached to different types of information and how to balance the risks of sharing or not sharing information

P6   establish effective methods to monitor and review the progress of the joint work

P7   challenge attitudes, behaviour and systems which are discriminatory or oppressive

P8   seek advice and support promptly when you need to discuss aspects of the joint work with those in your own work setting

Sustain effective working relationships with staff in other agencies

P9   interact with others in ways which encourage effective relationships, participation, understanding and respect for people's views, roles and responsibilities

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

P10 maintain a clear focus on the benefits of joint working

P11 uphold the views and policies of your own agency, articulating them clearly to others

P12 agree with the people involved how any tensions arising from joint work will be addressed

P13 act in a way, and at a level of involvement, which is consistent with your own role and the agreements reached with others

P14 communicate information only to people who are authorised to have it

P15 contribute to regular reviews of the effectiveness and efficiency of joint working arrangements

P16 identify ways in which joint working arrangements could be improved

P17 use reviews and your own reflections on the benefits and advantages of joint working to develop your own work practice

P18 complete records accurately and clearly

P19 store records according to legal and work setting requirements

P20 pass on information to appropriate people on how the policies and approaches of your own agency can be improved in the light of joint working

Knowledge and understanding

You need to know and understand:

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in promoting individuals' rights, choices, wellbeing and active participation

K3 your duty to report any acts or omissions that could infringe the rights of individuals

K4 how to deal with and challenge discrimination

Your practice

K5 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K6 your own background, experiences and beliefs that may have an impact on your practice

K7 your own roles, responsibilities and accountabilities with their limits and boundaries

K8 the roles, responsibilities and accountabilities of others with whom you work

K9 how to access and work to procedures and agreed ways of working

K10 the prime importance of the interests and well-being of the individual

K11 how to build trust and rapport in a relationship

K12 how your power and influence as a worker can impact on relationships

K13   how to work in partnership with individuals, key people and others

K14   how to manage ethical conflicts and dilemmas in your work

K15   how to challenge poor practice

K16   how and when to seek support in situations beyond your experience and expertise

Personal and professional development

K17   principles of reflective practice and why it is important

Communication

K18   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K19   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K20   practices for the prevention and control of infection in the context of this standard

Safeguarding

K21   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K22   indicators of potential harm or abuse

K23   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K24   what to do if you have reported concerns but no action is taken to address them

Handling information

K25   legal requirements, policies and procedures for the security and confidentiality of information

K26   legal and work setting requirements for recording information and producing reports

K27   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K28   the nature of the sector in which you are practising, and the nature, roles and functions of the principal agencies within it

K29   your agency's structures, functions, methods of communication and decision making processes

K30   models of agency development and how these have been put into action by others, the basis of these models and their meaning for the practice of workers

K31   any particular factors relating to your agency's policies and practices which affect joint work

K32   the effect of agency structure and culture upon the policy and practice of joint working

K33   the actions which are appropriate in terms of resolving conflict and the tensions which might arise between current thinking and agency policy

K34   principles and benefits of joint working and the importance of reaching agreements about roles and responsibilities and arrangements for decision-making

K35   methods of identifying and resolving conflict within and between agencies and between individuals

K36   the factors likely to hinder joint working

K37   the people who are authorised to have information relating to joint working

K38   how stereotypical assumptions can affect joint work and examples of how you have minimised these

K39   methods of assessing the effectiveness of joint working relationships

K40   methods of evaluating your own competence, determining when further support and expertise are needed and the measures taken to improve your own competence in this area of work

Unit 349   **Maintain effective working relationships with staff in other agencies (SCDHSC0399)**

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.

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.

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 350 Participate in inter-disciplinary team working to support individuals (SCDHSC3100)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard outlines the requirements when participating in inter-disciplinary team working to develop and implement personalised care or support packages. This includes participating in inter-disciplinary team working to support individuals and others to assess individuals' needs, then working together to plan, implement and evaluate personalised care or support packages.

Performance criteria

You must be able to:

Participate in inter disciplinary teams to support individuals to assess their preferences and needs

P1   support the **active participation** of the **individual** in identifying which organisations and services could contribute to assessing and meeting their preferences and needs

P2   support the individual to **communicate** their preferences, needs and concerns

P3   support **key people** to communicate their perception of the individual's preferences, needs and concerns

P4   establish roles and responsibilities within the inter disciplinary team in relation to assessment of the individual's needs

P5   support the individual to understand your role and the role of **others** in the assessment process

P6   contribute to the assessment process as agreed by the team and with the individual

P7   accurately represent the views of all concerned when working within the inter-disciplinary team to assess the individuals' needs

P8   complete records and reports in accordance with legal and work setting requirements

Participate in inter disciplinary teams to support individuals in planning and implementing personalised care or support packages

P9   agree your role and responsibilities within the team for planning and implementing the individual's personalised care or support package

P10   ensure that the interests of the individual are always kept at the heart of the inter disciplinary team's work

P11   contribute to planning the individual's personalised care or support package within your role and responsibilities

P12   communicate the agreed plan to the individual and key people

P13   where the content of the care or support package differs from their requests, support the individual and key people to understand why this is so

P14   respond to queries and concerns about where the content of care package differs from their requests

P15   communicate your role and responsibilities within the care or support package to the individual and key people

P16   carry out your agreed role in implementing the package

P17   raise within multi-disciplinary team meetings any concerns about the planning and implementation of the care or support package

P18   accurately record processes and outcomes relating to the package

P19   communicate these to team members to ensure that the individual receives a continuous and seamless service

P20   report any difficulties in implementing the care or support package to the appropriate people and organisations as soon as possible, in accordance with legal and work setting requirements

Participate in inter disciplinary teams to evaluate personalised care or support packages

P21   support the individual to identify how they should and could contribute to the review

P22   ensure that the individual and other appropriate people are present at joint reviews of the individual's personalised care or support package

P23   identify other agencies and organisations that may have a role in supporting the individual and contributing to the review

P24   support the individual to represent their views about the effects of the package on their health and social well-being

P25   act as an advocate for the individual where this is appropriate, accurately representing their views and interests to ensure they are heard

P26   record clearly and accurately the benefits of and any concerns about the care or support package

P27   report on the benefits and concerns based on the recorded evidence,

P28   agree with the individual and all involved the changes that are required to the care or support package

P29 agree with the individual and all involved the responsibilities of individuals, key people and others within the care or support package

Knowledge and understanding

You need to know and understand:

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in promoting individuals' rights, choices, wellbeing and active participation

K3 your duty to report any acts or omissions that could infringe the rights of individuals

K4 how to deal with and challenge discrimination

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

Your practice

K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7 your own background, experiences and beliefs that may have an impact on your practice

K8 your own roles, responsibilities and accountabilities with their limits and boundaries

K9 the roles, responsibilities and accountabilities of others with whom you work

K10 how to access and work to procedures and agreed ways of working

K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12 the prime importance of the interests and well-being of the individual

K13 the individual's cultural and language context

K14 how to build trust and rapport in a relationship

K15 how your power and influence as a worker can impact on relationships

K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17 how to work in partnership with individuals, key people and others

K18 how to manage ethical conflicts and dilemmas in your work

K19 how to challenge poor practice

K20 how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   the impact of organisational structure and culture upon the policy and practice of inter-organisational, inter-disciplinary and inter professional working

K36   how interdisciplinary working differs from other models of care and support provision

K37   ways in which inter-agency and inter-disciplinary working can contribute to more effective delivery of care and support

K38   how and where to access information and support that can inform your practice when participating in inter-disciplinary team working

to develop, implement and review individualised care packages for individuals

K39 government reports, inquiries and research reports relevant to best practice in multi-disciplinary team working for the development, implementation and review of care packages

K40 the rationale for the personalisation of care and support and how this can work in practice

K41 theories and best practice relevant to the assessment of the holistic needs and circumstances of individuals

K42 theories and best practice relevant to care planning, implementation and review generally, and specifically to the individuals with whom you work

K43 methods of monitoring, reviewing and evaluating care packages within a multidisciplinary team

K44 the rights of individuals who are eligible for direct payments and the processes involved

K45 the impact of direct payments on the support provided for individuals

K46 methods of supporting individuals to contribute to assessments and reviews, express their preferences and needs, understand and take responsibility for promoting their own health and care, identify how their care needs should be met, assess and manage risks to their health and well-being

K47 principles of multi-disciplinary and multi-organisational working to assess needs and plan, implement and review individualised care or support packages

K48 principles that underpin effective joint agreements, team working and management

K49 principles for communication techniques that are effective in promoting effective joint working and management of individualised care packages

K50 principles on how to motivate team members to work effectively and for the good of the individuals involved

K51 principles related to handling and minimising inter-personal conflict

Unit 350   Participate in inter-disciplinary team working to support individuals (SCDHSC3100)

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

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.

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 451 Support the development of community networks and partnerships (SCDHSC3101)

SCQF Level:	8
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support the development of community networks and partnerships. This includes identifying where these could inform and support practice, bringing people together to run them and contributing to running and evaluating the networks and partnerships.

Performance criteria

You must be able to:

Identify areas where community networks and partnerships could inform and support practice

P1   work in ways that promote **active participation** to enable **individuals** and **key people** to **communicate** gaps they have identified in provision

P2   work collaboratively with those within and outside your organisation to identify areas of practice that could be supported by community networks and partnerships

P3   research the local area to identify possible sources of support for the development of community networks and partnerships to meet provision and practice needs

P4   investigate with **others** how gaps in the provision and areas of practice may be supported by the development of community networks and partnerships

P5   review information on existing community networks and partnerships that could help to meet provision and practice needs

P6   share your findings with relevant individuals, key people and others, within confidentiality agreements and according to legal and organisational requirements

Bring together relevant people and organisations to be involved in community networks and partnerships

P7   work with others to identify the type of public involvement and collaboration needed to meet local provision and practice needs

P8	work with others to identify who should be involved and how in order to enable individuals to participate in public collaborations
P9	liaise with people and organisations that could contribute
P10	promote the idea of public collaborations to people and organisations that could contribute
P11	liaise with similar collaborations to enable them to share experiences and practice with potential members of the new collaborations
P12	promote the value of collaborative working to all who may be involved
P13	work with others to organise meetings to bring together public collaborations partnerships
P14	encourage community members to evaluate the effectiveness of the public collaborations in meeting the provision and practice needs identified

Contribute to running and evaluating community networks and partnerships

P15	encourage members to examine and agree the reasons, aims, purpose and outcomes of community networks and partnerships
P16	work with networks to ensure that they are run in ways that value and respect individuals and the group
P17	work with networks to ensure that they do not discriminate within their own working practices or against other groups and networks
P18	work with networks to ensure that they promote inclusiveness and empowering ways of working within communities
P19	encourage networks to examine the best ways of organising their time, resources and collective endeavours to best meet their aims, purpose and outcomes
P20	support networks and partnerships to set up systems that can seek and acquire resources that will enable them to meet their aims, purpose and outcomes
P21	support networks and partnerships to set up systems that allow them to collect and provide up to date information on their purpose and functioning
P22	support networks and partnerships to set up systems that monitor and evaluate their activities
P23	support networks and partnerships to set up systems that evaluate external support and any costs incurred
P24	work with networks to examine the potential for collaboration with other groups, networks and collaborations
P25	work with others to ensure that activities carried out by networks and partnerships are working within legal and regulatory requirements
P26	support networks and partnerships to evaluate their activities, strengths, weaknesses, potential areas for development
P27	support networks and partnerships to make changes to structures and practices to make them more effective

Knowledge and understanding

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how to enable group members to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about how the group should be developed and run

K36   methods that are effective in supporting community networks and partnerships to be inclusive, respect the diversity of group members and deal with, and challenge discrimination appropriately

K37   how stereotypical assumptions can affect the development and running of community networks and partnerships and the ways in which you can minimise your own stereotypical assumptions and challenge the assumptions of others

K38   policies, practices and procedures of other organisations and workers which affect the opportunities and boundaries for setting up and maintaining community networks and partnerships

K39   how and where to access information and support that can inform your practice when contributing to the setting up and running of community networks and partnerships

K40   how you can access, review and evaluate information about the community networks and partnerships and their benefits and risks to individuals

K41   the range of existing networks and partnerships and the interest groups they serve and how to access this information

K42   the variety of specialist skills and resources available within communities generally, and specifically in the area where you work

K43   strategies that are likely to promote a stable network and how they can be sustained

K44   the different types of information which individuals may require before committing themselves to be involved

K45   the reasons for disseminating information on networks and partnerships to colleagues

K46   how to support individuals and group members to monitor and evaluate the effectiveness of the networks and partnerships

K47   the role of networks and partnerships in promoting the well-being of the individuals with whom you work

K48   what is meant by co-operation, collaboration, co-ordination and conflict, why these are important in network and partnership working and the positive and negative effects they can have on networks and partnerships

K49   principles for developing and running community networks and partnerships

K50   principles for community work and development to meet the needs of individuals and key people

K51   principles for team working in multi-agency and multi disciplinary context

K52   principles for communicating with interest groups

K53   principles for managing change for individuals and key people

K54   where and how to access funding and resources to develop and run community networks and partnerships and the implications of the structure and type of network/partnership on access to funding and resources

K55   the benefits of community networks and partnerships for individuals, key people and the service they receive

Unit 451 Support the development of community networks and partnerships (SCDHSC3101)

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

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.

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 452   Work with community networks and partnerships (SCDHSC3102)

SCQF Level:	8
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you work with public networks and partnerships to support the health and social well-being of individuals and key people. This includes identifying the potential for being involved in community networks, participating effectively as a member of community networks and providing information to inform and improve practice.

Performance criteria

You must be able to:

Identify the potential for being involved in community networks

P1   work with **individuals**, **key people** and **others** to identify the community networks that might be important to them and your organisation and practice

P2   investigate local community networks and partnerships to which you could contribute

P3   liaise with the networks and partnerships to identify how you might be involved and the contribution you could make

P4   investigate the costs and benefits of being involved in community networks and partnerships to you, the people for whom you are responsible and your organisation

P5   identify community networks that would value and welcome your contribution, experience and expertise

P6   work with the individual and others to agree which community networks the individual may wish to join

Participate effectively as a member of community networks

P7   work with the community network to clarify your role as a member

P8   review documents about the community network to ensure that you are fully briefed about its nature and purpose

P9   work with network members to identify your responsibilities and the responsibilities of others within the group

P10   identify with network members how the network operates and its interface and working relationships with other networks and partnerships

P11   ensure that you carry out your responsibilities effectively and efficiently, informing network members if problems and difficulties arise

P12   work within and between network meetings to promote the value of the network

P13   work with others to resolve conflicts within networks

P14   observe and challenge practices that are discriminatory

Provide information to inform the practice of networks

P15   identify sources of information that could inform the practice of the network

P16   negotiate agreement with network members on strategies and responsibilities to ensure that information is accessed

P17   review information to clarify how it could inform the practice of the network

P18   share information with network members, according to confidentiality agreements with the original source

P19   work with others within networks and partnerships to identify how the information might inform the practice of the network

P20   identify information from networks and partnerships that is of value to you and your organisation

P21   evaluate information to enable you to identify where and how it could best be used to inform your own practice in supporting networks

P22   discuss your ideas with relevant people

P23   agree any changes needed to improve practice

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7	your own background, experiences and beliefs that may have an impact on your practice
K8	your own roles, responsibilities and accountabilities with their limits and boundaries
K9	the roles, responsibilities and accountabilities of others with whom you work
K10	how to access and work to procedures and agreed ways of working
K11	the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
K12	the prime importance of the interests and well-being of the individual
K13	the individual's cultural and language context
K14	how to build trust and rapport in a relationship
K15	how your power and influence as a worker can impact on relationships
K16	how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
K17	how to work in partnership with individuals, key people and others
K18	how to manage ethical conflicts and dilemmas in your work
K19	how to challenge poor practice
K20	how and when to seek support in situations beyond your experience and expertise

Theory

K21	the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support
K22	theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23	principles of reflective practice and why it is important

Communication

K24	factors that can affect communication and language skills and their development in children, young people and adults
K25	methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26	your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
K27	practices for the prevention and control of infection in the context of this standard

Safeguarding

K28	the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
K29	indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice when working with community networks

K36   how you can access, review and evaluate information about the community networks and their benefits and risks to individuals

K37   the range of existing networks and partnerships and the interest groups they serve and how to access this information

K38   strategies that are likely to promote a stable network and how they can be sustained

K39   the reasons for disseminating information on networks and partnerships to colleagues

K40   what is meant by co-operation, collaboration, co-ordination and conflict, why these are important in network and partnership working and the positive and negative effects they can have on networks

K41   principles for working with community networks

K42   principles for community work and development to meet the needs of individuals and key people

K43   principles for team working in multi-agency and multi disciplinary context

K44   principles for communicating with interest groups

K45   where and how to access funding and resources to develop and run community networks and the implications of the structure and type of network/partnership on access to funding and resources

K46   the benefits of community networks for individuals, key people and the service they receive

K47   how to support individuals and group members to monitor and evaluate the effectiveness of the networks

Unit 452   Work with community networks and partnerships (SCDHSC3102)

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 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.

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 353   Contribute to raising awareness of health issues (SCDHSC3103)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you contribute to raising awareness of health issues. This includes working with others to identify health issues about which awareness needs to be raised, then working as part of a team to plan, implement and evaluate awareness raising activities.

Performance criteria

You must be able to:

Work with others to identify health issues about which awareness needs to be raised

P1   identify health issues, needs and risks that are relevant to **individuals** and **key people** or their representatives in your area of work

P2   alert those within and outside your work setting to any health issues where awareness needs to be raised

P3   work with others to identify sources of information and support that could be used to help raise awareness of health issues

P4   consult with others to determine the overall interest in and demand for awareness raising

P5   analyse the information obtained

P6   present the information and results to relevant people

Assist in planning and implementing activities to raise awareness of health issues

P7   agree your role and responsibilities within the team who are planning the awareness raising

P8   agree the aims, objectives, outcomes and target audience

P9   work with those within the planning team to identify the opportunities and constraints of different forms and media that could meet the objectives for awareness raising and attract the interest of the target audiences

P10   recommend options that are most likely to meet the aims and objectives of the awareness raising

P11 work with the team to agree the most appropriate option and activities

P12 develop a plan that outlines how these will be put into action, monitored and evaluated

P13 carry out your agreed role in implementing the activities

Evaluate with others the effectiveness of awareness raising activities

P14 encourage people to give constructive feedback about the awareness raising and your part in it

P15 gather data and information on the processes, outcomes and impact the awareness raising has had on the target audience

P16 collate data and information in accessible formats so that it can be used within evaluation

P17 evaluate your own contribution to the awareness raising against agreed objectives, targets and outcomes

P18 offer constructive feedback on the awareness raising activities and programme overall

P19 work with others to evaluate the programme and particular activities against agreed objectives, targets and outcomes

P20 identify and recommend ways in which the awareness raising activities and programme could be improved

P21 complete records and reports on, specific activities within the programme, the impact of the awareness raising overall and your contribution to it, within confidentiality agreements and according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in promoting individuals' rights, choices, wellbeing and active participation

K3 your duty to report any acts or omissions that could infringe the rights of individuals

K4 how to deal with and challenge discrimination

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

Your practice

K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7 your own background, experiences and beliefs that may have an impact on your practice

K8 your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice on awareness raising

K36   how to access, review and evaluate information about awareness raising generally, and for specific health issues

K37   how to assess the need for the awareness raising of specific health issues

K38   theories and methods of awareness raising for different purposes and different audiences

K39   why the views of those who are the target of the awareness raising are important

K40   different options for awareness raising, their costs and benefits to the target audiences and how to select the best available options

K41   methods of consulting with different groups and communicating with interest groups

K42   methods of collecting, analysing and interpreting feedback to enable decisions to be made about the awareness raising strategies

K43   methods of evaluating evidence presented by interest groups to influence awareness raising

K44   methods of dissemination and how the awareness raising subject will affect the methods used

K45   the purpose of effective planning for awareness raising

Unit 353   Contribute to raising awareness of health issues (SCDHSC3103)

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 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.

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 354   Support the development of networks to achieve planned outcomes (SCDHSC3104)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you support the development of networks that will help achieve planned outcomes for individuals, families, carers, groups and communities. This includes examining together the support networks which can be accessed and developed, working together to initiate and sustain networks and contributing to their development and review.

Performance criteria

You must be able to:

Work in partnership with people to examine support networks which can usefully be accessed and developed

P1   identify current gaps in provision that can help **people** achieve planned **outcomes**, the consequences that might arise from these gaps and the potential for using **networks** to address them

P2   collate information on networks that could be accessed locally, regionally and nationally to achieve planned outcomes and information that could enable new networks to be developed where necessary

P3   provide to people the collated information on existing and potential new networks

P4   discuss the information to agree whether and how existing networks could be accessed or new ones formed to fill identified gaps and achieve outcomes

Work in partnership with people to develop support networks

P5   work with people and organisations to identify best practice in running support networks

P6   identify the types of support that people need in order to organise and develop new and existing support networks

P7   work with people and **others** to secure the **resources** needed to support new and existing networks

P8   agree the ways in which you, your organisation and others can contribute to initiating and sustaining support networks

P9   agree the ways in which you, your organisation and others can support leadership within a network and promote the involvement of its members

P10   agree the ways in which you, your organisation and others can support the network to establish how it will maintain and renew its membership and accommodate change

P11   ensure that all agreements on developing the support network are implemented or re-negotiated

P12   support the network to recognise current and anticipated stages of its own development

P13   support the network to make changes in the light of its own development

P14   provide support that will enable individuals within the network to increase or reduce their contributions or to disengage when they wish

P15   provide agreed support to the network to enhance its leadership

Contribute to the review of support networks

P16   continuously monitor the support network for signs of strength and vulnerability

P17   agree criteria and processes for evaluating the effectiveness of the support network in achieving planned outcomes

P18   carry out your role in supporting the evaluation of the support network, promoting the **active participation** of all involved

P19   review the value of your own and your organisation's contribution to the network

P20   agree criteria and processes for deciding at which point your involvement with the network should end

P21   use appropriate theories, methods and approaches to plan how you will disengage from the network at the end of your involvement

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting **individuals'** rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6	legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
K7	your own background, experiences and beliefs that may have an impact on your practice
K8	your own roles, responsibilities and accountabilities with their limits and boundaries
K9	the roles, responsibilities and accountabilities of others with whom you work
K10	how to access and work to procedures and agreed ways of working
K11	the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
K12	the prime importance of the interests and well-being of the individual
K13	the individual's cultural and language context
K14	how to build trust and rapport in a relationship
K15	how your power and influence as a worker can impact on relationships
K16	how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
K17	how to work in partnership with individuals, key people and others
K18	how to manage ethical conflicts and dilemmas in your work
K19	how to challenge poor practice
K20	how and when to seek support in situations beyond your experience and expertise

Theory

K21	the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support
K22	theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23	principles of reflective practice and why it is important

Communication

K24	factors that can affect communication and language skills and their development in children, young people and adults
K25	methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26	your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
K27	practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how to enable group members to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about how the group should be developed and run

K36   methods that are effective in supporting networks to be inclusive, respect the diversity of group members and deal with and challenge discrimination appropriately

K37   how stereotypical assumptions can affect the development and running of support networks and the ways in which you can minimise your own stereotypical assumptions and challenge the assumptions of others

K38   policies, practices and procedures of other organisations and workers which affect the opportunities and boundaries for setting up and maintaining support networks

K39   how and where to access information and support that can inform your practice when contributing to the setting up and running of support networks

K40   how you can access, review and evaluate information about support networks and their benefits and risks to individuals

K41   the range of existing support networks and the interest groups they serve and how to access this information

K42   how to access and use information and communications technology and other electronic systems that may help in the development and support of networks

K43   the support, maintenance and developmental needs of networks at different stages of their development

K44   the variety of specialist skills and resources available within communities generally, and specifically in the area where you work

K45   strategies that are likely to promote a stable network and how they can be sustained

K46   the different types of information which individuals may require before committing themselves to be involved

K47   the reasons for disseminating information on support networks to colleagues

K48   how to support individuals and group members to monitor and evaluate the effectiveness of the support networks

K49   the role of support networks in promoting the well-being of the individuals with whom you work

K50   what is meant by co-operation, collaboration, co-ordination and conflict, why these are important in network and partnership working and the positive and negative effects they can have on support networks

K51   principles for developing and running support networks

K52   principles for community work and development to meet the needs of individuals and key people

K53   principles for team working in multi-agency and multi disciplinary context

K54   principles for communicating with interest groups

K55   principles for managing change for individuals and key people

K56   where and how to access funding and resources to develop and run support networks and the implications of the structure and type of support networks on access to funding and resources

K57   the benefits of support networks for individuals, key people and the service they receive

K58   methods of engaging with and disengaging from networks

Unit 354   Support the development of networks to achieve planned outcomes (SCDHSC3104)

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

Networks may be formal, which are often linked to national, regional and local organisations and agencies; or informal, that is, where more loosely knit networks are established within families, neighbourhoods or communities of shared interest to provide for particular support needs

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

Outcomes are planned outcomes designed to meet people's assessed needs

People may include individuals, families, carers, groups and communities

Resources may include organisational resources: direct payments; organisations controlled by individuals using the services.

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

The **individual** is the adult, child or young person you support or care for in your work

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

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Unit 355 Recruit and place volunteers (SFTMVC3)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills Third Sector
Aim:	This unit is about the recruitment and placement of volunteers. It involves assessing with volunteers their suitability for volunteer roles and placing volunteers in suitable roles.

Performance criteria

You must be able to:

Assess with volunteers their suitability for volunteer roles

P1   help potential volunteers to understand clearly

   P1.1   the range of volunteer roles you are recruiting for and the activities involved

   P1.2   how the volunteer roles contribute to organisational goals

   P1.3   the potential benefits of the volunteer roles to themselves

   P1.4   the knowledge, skills, experience, personal qualities and availability required

   P1.5   the selection process and criteria

   P1.6   any compulsory training requirements

   P1.7   any factors which would exclude them from being considered for certain volunteer roles

   P1.8   any references or official checks that will be carried out on applicants for the role

   P1.9   the commitment they would need to make

P2   help potential volunteers to articulate their motivations for volunteering and understand how volunteer roles could meet their needs and expectations

P3   provide sufficient information to potential volunteers to allow them to assess their suitability for specific volunteer roles, whether the roles will meet their needs and expectations and what support and supervision they may require

P4   assess potential volunteers' experience and the extent to which they possess the knowledge, skills and personal qualities required for the role

P5   use standardised assessment and selection methods that enable you to identify suitable volunteers for a particular role based on established criteria

P6   only where required for the role
   P6.1   take up references to validate your assessment of potential
            volunteers' knowledge, skills and personal qualities
   P6.2   check potential volunteers' qualifications
   P6.3   carry out official criminal records checks on potential
            volunteers
P7   decide whether potential volunteers are suitable for volunteer roles
        based on a fair and accurate assessment of sufficient evidence, and
        inform them promptly of your decision
P8   provide relevant feedback to applicants who are unsuitable for
        specific volunteer roles

Place volunteers in suitable roles

P9   involve relevant people appropriately in matching volunteers to
        suitable volunteer placements
P10   provide fair and equal access to volunteering opportunities to all
        volunteers with the appropriate knowledge, skills, experience,
        personal qualities and availability
P11   place volunteers in roles which provide a good fit with their
        knowledge, skills, experience, personal qualities and availability
        and which meet their needs and expectations
P12   refer volunteers to alternative volunteering opportunities if those
        immediately available are not suitable

Knowledge and understanding

You need to know and understand:

Activity and project management

K1   legal and organisational requirements relating to contracts and
        agreements

Analysis, accounting and decision-making

K2   analytical principles, methods, tools and techniques
K3   decision-making principles, methods, tools and techniques
K4   evaluation principles, methods, tools and techniques
K5   validation and verification principles, methods, tools and
        techniques

Information and communication

K6   communication principles, methods, tools and techniques
K7   confidentiality principles, methods, tools and techniques
K8   information gathering principles, methods, tools and techniques
K9   information sharing principles, methods, tools and techniques
K10   questioning principles, methods, tools and techniques
K11   record-keeping principles, methods, tools and techniques
K12   reporting principles, methods, tools and techniques

People management

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K13   diversity principles, methods, tools and techniques

K14   equality principles, methods, tools and techniques

K15   feedback principles, methods, tools and techniques

K16   human resource management principles, methods, tools and techniques

K17   influencing principles, methods, tools and techniques

K18   legal and organisational requirements relevant to human resource management

K19   legal and organisational requirements relevant to involving volunteers

K20   motivation principles, methods, tools and techniques

K21   principles, methods, tools and techniques for assessing people's knowledge, skills and personal qualities and identifying learning needs

K22   recruitment principles, methods, tools and techniques

K23   supervision principles, methods, tools and techniques

K24   support principles, methods, tools and techniques

K25   training and development principles, methods, tools and techniques

K26   volunteer management principles, methods, tools and techniques

Work context

K27   codes of practice and standards of performance expected of volunteers

K28   current and future roles and responsibilities in your organisation

K29   other volunteer-involving organisations and volunteering opportunities available

K30   relevant organisational policies and procedures

K31   sources of advice, guidance and support

K32   your organisation's culture, values and ethos

K33   your organisation's vision, mission and strategic objectives

K34   your organisation's volunteers and their diverse interests, needs, abilities and preferences

K35   your own knowledge, skills and competence and the limits of these

K36   your role and responsibilities

Unit 355 Recruit and place volunteers (SFTMVC3)

Supporting information

Behaviours

1   Adaptability and innovation

1.1   seize the opportunities presented by diversity

2   Communication

2.1   identify people's information needs

2.2   listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding

2.3   identify people's preferred communication media and styles

2.4   adopt communication media and styles appropriate to people and situations

2.5   present information clearly, concisely, accurately and in ways that promote understanding

2.6   use a range of communication styles and techniques to maintain people's interest and attention

2.7   confirm people's understanding through questioning and interpretation of non-verbal signals

2.8   encourage people to ask questions or rephrase statements to confirm and clarify their understanding

2.9   modify communication in response to feedback

3   Concern for others

3.1   show empathy with others' needs, feelings and motivations and take an active interest in their concerns

3.2   make time available to support others

3.3   show respect for the views and actions of others

3.4   encourage and support others to make the best use of their abilities

3.5   encourage and support others to take decisions autonomously

3.6   support others in achieving their personal aspirations

3.7   recognise the achievements and the success of others

4   Entrepreneurship

4.1   balance risks against the benefits that may arise from taking risks

5   Ethical stance

5.1   comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and professional codes

5.2	act within the limits of your authority
5.3	act to uphold individuals' rights
5.4	show integrity and fairness in decision-making
5.5	say no to unreasonable requests

6 Focus on results

6.1	set demanding but achievable objectives for self and others
6.2	take personal responsibility for making things happen
6.3	clearly state what is required of others and hold them to account

7 Information and knowledge management

7.1	identify sources of information to meet current and foreseeable requirements
7.2	use cost-effective and time-effective means to gather, store and retrieve information
7.3	make best use of existing sources of information
7.4	keep confidential information secure
7.5	check the validity and reliability of information
7.6	push for concrete information in an ambiguous situation
7.7	make appropriate information and knowledge available promptly to those who have a right to it

8 Persuasiveness

8.1	seek to understand people's needs and motivations
8.2	present self positively to others
8.3	identify clearly the value and benefits to people of a proposed course of action
8.4	present information and arguments convincingly and in ways which strike a chord with people
8.5	use factual evidence to support arguments
8.6	create a sense of common purpose
8.7	articulate a realistic vision that generates excitement, enthusiasm and commitment

9 Relationship management

9.1	work to develop an atmosphere of professionalism and mutual support
9.2	clarify own and others' expectations of relationships
9.3	model behaviour that shows respect, helpfulness and cooperation

10 Thinking and decision-making

10.1	identify the range of elements in a situation and how they relate to each other
10.2	use own and others' experience to understand a situation
10.3	identify patterns or meaning from events and data that are not obviously related
10.4	build a total and valid picture from restricted or incomplete data
10.5	take timely decisions that are realistic for the situation

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Unit 356 Plan, organise and monitor volunteering activities (SFTMVD1)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills Third Sector
Aim:	This unit is about planning, organising and monitoring volunteering activities. It involves planning activities in line with your organisation's strategic goals, policies and procedures; organising volunteers and other resources; and monitoring activities to ensure requirements have been met.

Performance criteria

You must be able to:

Plan volunteering activities

P1   collect sufficient information about the activities that need to be done in order to understand

         P1.1   the outcomes you must achieve

         P1.2   the order in which activities need to happen to achieve the outcomes

         P1.3   when the outcomes are required

         P1.4   the quality standards outcomes must meet

         P1.5   the resources available

P2   identify appropriate ways of working, taking into account the diverse abilities, styles and motivations of volunteers

P3   identify the types and numbers of volunteers required and the resources they will need to support their activities

P4   identify any risks or potential difficulties and take appropriate action to minimise their likelihood/impact and make plans to deal with them, should they arise

P5   make sure your plans are in line with your organisation's policies, procedures and budget

P6   record your plans in ways that will help you to put them into practice and communicate them to others

P7   discuss your plans with colleagues and decision-makers and gain their approval, where required

Organise volunteers and other resources

P8   identify the specific volunteers and other resources you need for each aspect of your plan

P9   negotiate with volunteers, colleagues, suppliers and decision-makers to make sure volunteers and other resources are available as planned

P10   review your plans, if the necessary volunteers and resources are not available

P11   gain any approval required for the planned activities to begin

Monitor activities and make sure requirements have been met

P12   check progress to make sure activities are on time and within budget and that the outcomes meet quality standards

P13   closely monitor risks and any aspects of the activities which are likely to give rise to difficulties

P14   promptly identify any difficulties and work with your volunteers, colleagues, suppliers and decision-makers to deal with these effectively

P15   keep volunteers, colleagues and decision-makers informed of progress and any changes to your plans

P16   evaluate activities and note the lessons for future work

Knowledge and understanding

You need to know and understand:

Activity and project management

K1   co-ordination principles, methods, tools and techniques

K2   corrective or remedial action to take in case of contingencies or non-compliance

K3   legal and organisational requirements for health and safety

K4   monitoring principles, methods, tools and techniques

K5   objective setting principles, methods, tools and techniques

K6   quality assurance and continuous improvement principles, methods, tools and techniques

K7   time management principles, methods, tools and techniques

K8   work methods, tools and techniques

Analysis, accounting and decision-making

K9   analytical principles, methods, tools and techniques

K10   budgeting principles, methods, tools and techniques

K11   creative-thinking principles, methods, tools and techniques

K12   decision-making principles, methods, tools and techniques

K13   estimating principles, methods, tools and techniques

K14   evaluation principles, methods, tools and techniques

K15   legal and organisational requirements relevant to risk management

K16   planning principles, methods, tools and techniques

K17   problem-solving principles, methods, tools and techniques

K18   resource management principles, methods, tools and techniques

K19   risk management principles, methods, tools and techniques

Information and communication

K20   communication principles, methods, tools and techniques

K21   information gathering principles, methods, tools and techniques

K22   information sharing principles, methods, tools and techniques

K23   record-keeping principles, methods, tools and techniques

K24   reporting principles, methods, tools and techniques

People management

K25   consultation principles, methods, tools and techniques

K26   diversity principles, methods, tools and techniques

K27   equality principles, methods, tools and techniques

K28   human resource management principles, methods, tools and techniques

K29   leadership principles, methods, styles and techniques

K30   motivation principles, methods, tools and techniques

K31   negotiation principles, methods, tools and techniques

K32   principles, methods, tools and techniques for assessing people's performance

K33   volunteer management principles, methods, tools and techniques

Work context

K34   codes of practice and standards of performance expected of volunteers

K35   current and future roles and responsibilities in your organisation

K36   relevant organisational policies and procedures

K37   your organisation's beneficiaries and their diverse interests, needs, abilities and preferences

K38   your organisation's resources

K39   your organisation's culture, values and ethos

K40   your organisation's vision, mission and strategic objectives

K41   your organisation's volunteers and their diverse interests, needs, abilities and preferences

K42   your own knowledge, skills and competence and the limits of these

K43   your role and responsibilities

Unit 356 Plan, organise and monitor volunteering activities (SFTMVD1)

Supporting information

Behaviours

1. Adaptability and innovation

1.1 juggle multiple demands without losing focus or energy

1.2 seize the opportunities presented by diversity

1.3 respond quickly to crises and problems with a proposed course of action

1.4 recognise changes in circumstances promptly and adjust plans and activities accordingly

1.5 generate and recognise imaginative and innovative solutions

1.6 try out new ways of working

2. Communication

2.1 present information clearly, concisely, accurately and in ways that promote understanding

2.2 keep people informed of plans and developments

3. Desire to learn

3.1 reflect regularly on own and others' experiences, and use these to inform future actions

4. Entrepreneurship

4.1 do things without being asked or forced to by events

4.2 seek out and act on new opportunities

4.3 balance risks against the benefits that may arise from taking risks

4.4 identify and seize unusual opportunities to obtain resources

4.5 take repeated or different actions to overcome obstacles and respond positively and creatively to set-backs

5. Ethical stance

5.1 comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and professional codes

5.2 act within the limits of your authority

6. Focus on results

6.1 set demanding but achievable objectives for self and others

6.2 prioritise objectives and schedule work to make the best use of time and resources

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

6.3	accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
6.4	take personal responsibility for making things happen
6.5	protect own and others' work against negative impacts
6.6	monitor quality of work and progress against plans
6.7	focus personal attention on specific details that are critical to achieving successful results
6.8	take pride in delivering high quality, accurate work

7. Information and knowledge management

7.1	use cost-effective and time-effective means to gather, store and retrieve information
7.2	make best use of existing sources of information
7.3	check the validity and reliability of information
7.4	push for concrete information in an ambiguous situation

8. Persuasiveness

8.1	seek to understand people's needs and motivations
8.2	present self positively to others
8.3	state own opinions, views and requirements clearly
8.4	identify clearly the value and benefits to people of a proposed course of action
8.5	present information and arguments convincingly and in ways which strike a chord with people
8.6	use factual evidence to support arguments

9. Thinking and decision-making

9.1	identify the range of elements in a situation and how they relate to each other
9.2	identify the implications or consequences of a situation
9.3	use own and others' experience to understand a situation
9.4	articulate the assumptions made, and risks involved, in understanding a situation
9.5	produce and test a variety of solutions before taking a decision
9.6	take timely decisions that are realistic for the situation

Unit 357　Lead and motivate volunteers (SFTMVD2)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills Third Sector
Aim:	This unit is about leading and motivating volunteers. It involves informing volunteers about their activities and responsibilities; supporting them during volunteering activities; and discussing activities and exchanging feedback with volunteers.

Performance criteria

You must be able to:

Inform volunteers about their activities and responsibilities

P1　choose appropriate times and places to inform volunteers about their activities and responsibilities

P2　explain the purpose and value of the activities that you want volunteers to do and encourage them to achieve high standards

P3　encourage and support volunteers to take ownership of the activities and to suggest ways of working appropriate to their diverse needs, abilities and potential

P4　encourage and support volunteers to identify any risks or potential difficulties and take appropriate action to minimise their likelihood/impact and make plans to deal with them, should they arise

P5　agree individual responsibilities and ways of working with each volunteer and make sure they understand what is expected of them and are confident about taking on these responsibilities

P6　agree with each volunteer the limits of their responsibilities, clearly specifying anything they are not allowed to do

P7　agree with volunteers how they should communicate with you and with each other

P8　communicate clearly and effectively with volunteers at all times in ways that meet their diverse needs and show respect for their volunteer role

Support volunteers during volunteering activities

P9　monitor volunteering activities to ensure they are progressing satisfactorily

P10   provide feedback to volunteers and encourage them to continue their activities successfully

P11   provide support to help volunteers overcome difficulties, if necessary

P12   promote a culture in which individuals are not blamed for difficulties, but that these are seen as an opportunity for learning

P13   work with volunteers and others involved to identify solutions that are acceptable to them and in line with your organisation's objectives, policies and procedures

Discuss activities and exchange feedback with volunteers

P14   choose appropriate times and places to discuss activities and exchange feedback with volunteers

P15   clearly explain the purpose of the discussion and encourage open and honest communication

P16   encourage and support volunteers to reflect on their activities and provide objective feedback to you

P17   give volunteers an objective and balanced evaluation of their activities

P18   acknowledge and celebrate volunteers' achievements in order to encourage and motivate them

P19   provide constructive suggestions to improve volunteers' effectiveness and agree these with the volunteers involved

P20   identify where volunteers may need additional support and make this available, where appropriate

Knowledge and understanding

You need to know and understand:

Activity and project management

K1   co-ordination principles, methods, tools and techniques

K2   legal and organisational requirements for health and safety

K3   monitoring principles, methods, tools and techniques

K4   objective setting principles, methods, tools and techniques

K5   quality assurance and continuous improvement principles, methods, tools and techniques

K6   work methods, tools and techniques

Analysis, accounting and decision-making

K7   evaluation principles, methods, tools and techniques

K8   legal and organisational requirements relevant to risk management

K9   problem-solving principles, methods, tools and techniques

K10   risk management principles, methods, tools and techniques

Information and communication

K11   briefing and debriefing principles, methods, tools and techniques

K12   communication principles, methods, tools and techniques

K13   information sharing principles, methods, tools and techniques
K14   questioning principles, methods, tools and techniques

People management
K15   consultation principles, methods, tools and techniques
K16   delegating principles, methods, tools and techniques
K17   diversity principles, methods, tools and techniques
K18   equality principles, methods, tools and techniques
K19   feedback principles, methods, tools and techniques
K20   human resource management principles, methods, tools and techniques
K21   influencing principles, methods, tools and techniques
K22   instruction principles, methods, tools and techniques
K23   leadership principles, methods, styles and techniques
K24   learning and development opportunities available
K25   legal and organisational requirements relevant to human resource management
K26   legal and organisational requirements relevant to involving volunteers
K27   motivation principles, methods, tools and techniques
K28   principles, methods, tools and techniques for assessing people's performance
K29   supervision principles, methods, tools and techniques
K30   support principles, methods, tools and techniques
K31   team-working principles, methods, tools and techniques
K32   volunteer management principles, methods, tools and techniques

Work context
K33   codes of practice and standards of performance expected of volunteers
K34   relevant organisational policies and procedures
K35   your organisation's culture, values and ethos
K36   your organisation's vision, mission and strategic objectives
K37   your organisation's volunteers and their diverse interests, needs, abilities and preferences
K38   your own knowledge, skills and competence and the limits of these
K39   your role and responsibilities

Unit 357 Lead and motivate volunteers (SFTMVD2)

Supporting information

Behaviours

1. Adaptability and innovation

1.1 juggle multiple demands without losing focus or energy

1.2 seize the opportunities presented by diversity

1.3 work to turn unexpected events into opportunities rather than threats

1.4 respond quickly to crises and problems with a proposed course of action

1.5 recognise changes in circumstances promptly and adjust plans and activities accordingly

1.6 generate and recognise imaginative and innovative solutions

1.7 try out new ways of working

2. Communication

2.1 identify people's information needs

2.2 listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding

2.3 identify people's preferred communication media and styles

2.4 adopt communication media and styles appropriate to people and situations

2.5 present information clearly, concisely, accurately and in ways that promote understanding

2.6 keep people informed of plans and developments

2.7 confirm people's understanding through questioning and interpretation of non-verbal signals

2.8 encourage people to ask questions or rephrase statements to confirm and clarify their understanding

3. Concern for others

3.1 show empathy with others' needs, feelings and motivations and take an active interest in their concerns

3.2 make time available to support others

3.3 show respect for the views and actions of others

3.4 encourage and support others to make the best use of their abilities

3.5 encourage and support others to take decisions autonomously

3.6 give feedback to others to help them improve their performance

3.7 support others in achieving their personal aspirations

3.8 recognise the achievements and the success of others

4. **Desire to learn**

4.1 develop self and others to meet the demands of changing situations

5. **Ethical stance**

5.1 comply with, and ensure that others comply with, legal requirements, industry regulations, organisational policies and professional codes

5.2 act within the limits of your authority

5.3 act to protect the health, safety and well-being of others

5.4 act to uphold individuals' rights

6. **Focus on results**

6.1 set demanding but achievable objectives for self and others

6.2 prioritise objectives and schedule work to make the best use of time and resources

6.3 accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives

6.4 take personal responsibility for making things happen

6.5 clearly state what is required of others and hold them to account

6.6 check individuals' commitment to their roles in a specific course of action

6.7 protect own and others' work against negative impacts

6.8 monitor quality of work and progress against plans

6.9 focus personal attention on specific details that are critical to achieving successful results

6.10 take pride in delivering high quality, accurate work

7. **Information and knowledge management**

7.1 use cost-effective and time-effective means to gather, store and retrieve information

7.2 make best use of existing sources of information

7.3 keep confidential information secure

8. **Persuasiveness**

8.1 seek to understand people's needs and motivations

8.2 present self positively to others

8.3 state own opinions, views and requirements clearly

8.4 identify clearly the value and benefits to people of a proposed course of action

8.5 present information and arguments convincingly and in ways which strike a chord with people

8.6 use factual evidence to support arguments

8.7 create a sense of common purpose

8.8 inspire others, championing work to achieve common goals

8.9 articulate a realistic vision that generates excitement, enthusiasm and commitment

9.   Relationship management

9.1   encourage free and reciprocal exchange of information and resources

9.2   work to develop an atmosphere of professionalism and mutual support

9.3   clarify own and others' expectations of relationships

9.4   model behaviour that shows respect, helpfulness and cooperation

9.5   take timely action to resolve disagreements

9.6   recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal

10.   Thinking and decision-making

10.1   identify the range of elements in a situation and how they relate to each other

10.2   identify the implications or consequences of a situation

10.3   use own and others' experience to understand a situation

10.4   take timely decisions that are realistic for the situation

Unit 458 Manage learning and development in groups (LSILADD06)

SCQF Level:	8
SCQF Credit value:	10
Sector Skills Council:	LSIS
Aim:	This standard is about using a range of methods to enable group members to learn and develop in a safe and supportive learning environment.

Performance criteria

You must be able to:

P1 manage a group environment in which individuals feel valued, supported, confident and able to learn

P2 communicate with learners in a way that meets individual and group needs

P3 make learners aware of the outcomes they are expected to achieve and how the planned activities will support these

P4 use a range of delivery methods, activities and resources to meet the needs of all group members, as appropriate to planned outcomes

P5 balance and adjust delivery to meet individual needs while achieving planned group outcomes and agreements

P6 monitor learner response and use appropriate strategies to motivate learners individually and collectively

P7 encourage effective communication within the group

P8 maintain the health and safety of learners, self and other people

Knowledge and understanding

You need to know and understand:

K1 the learners needs, requirements and planned outcomes relevant to their own areas of work

K2 the types of learning resources available, including those that are technology enhanced, that can support learning and development in groups

K3 the factors to consider when selecting and using learning and development resources to facilitate learning and development in groups

K4   the characteristics of a group environment that foster learning and development for all those involved

K5   different techniques to manage group dynamics

K6   aspects of equality, diversity and, where relevant, bilingualism, that need to be addressed when facilitating learning and development in groups

K7   different ways of encouraging behaviour and values that foster mutual respect and support the learning and development process

K8   the importance of own communication skills and different ways to communicate effectively with groups, and individuals within groups

K9   the range of delivery methods appropriate to learning in groups

K10   how to co-ordinate learning and development activities to meet individual and group needs

K11   the types of motivational strategies that would support group and individual learning and how to select these according to identified needs

K12   techniques that can be used to monitor learner response

K13   different ways of adapting delivery according to learner response whilst still achieving planned outcomes and agreements

K14   how to assess and manage risk in own area of work whilst facilitating learning and development in groups

Unit 458   Manage learning and development in groups (LSILADD06)

Supporting information

Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.

http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standards-and-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary

Delivery methods

Any method that supports learning and development, for example, presentations, instructions, demonstrations, opportunities to apply knowledge and practise skills, experiential learning, group and individual projects and research

Environment

This includes the physical environment in which learning and development takes place but also covers group dynamics and behaviour

Health and safety

This includes physical health and safety as well as emotional well-being

Outcomes

These could be outcomes for the group as a whole – for example enabling team effectiveness – and/or outcomes for the individuals who make up the group – for example individual skill acquisition

Requirements

These could be the requirements of the practitioner's own organisation or those of an external organisation, such as funding body or awarding organisation

Resources

This covers any physical or human resource that supports the learning and development process and could include technical equipment, Information Technology-based learning, handouts, workbooks, people – for example outside speakers – and visits to places of interest

Risk

This refers to any risk to the effective facilitation of the group. Risks may be to individual learners, to the group as a whole or to those facilitating. This includes health and safety risks but may also include, for example, the risk of delivery methods not being appropriate.

Other people

This refers to others who may be involved in, or affected by, the learning activities, for example, staff members, volunteers, assistants or people in the same

Unit 359 Facilitate learning through presentations in health and social care settings (SCDHSC3108)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you facilitate learning through presentations in health and social care settings. This includes preparing and making presentations to meet specific learning outcomes and producing follow-up activities after presentations. It also includes reviewing your practice to ensure continuous improvement in making presentations.

Performance criteria

You must be able to:

Prepare to make presentations to groups

P1 work with **others** to clarify the purpose of the presentation and the outcomes it is intended to achieve

P2 identify the size and nature of the **audience** for your presentation, including any special requirements that participants may have

P3 decide on the structure, style and methods you will use to deliver the presentation, taking account of its required purpose and outcomes and the size and specific preferences and needs of the audience

P4 prepare the content of your presentation, including materials for your own reference and any resources required for participants

P5 where necessary, adapt materials and resources to make them accessible to individual participants

P6 confirm that a suitable and accessible environment is available at the time you require it

P7 confirm that any equipment you need is available and safe to use

P8 ensure that the audience is aware of the time, place and purpose of the presentation

Make presentations to groups to facilitate learning

P9 present information in a tone and manner and at a speed which is appropriate to the preferences and needs of the audience

P10 use visual aids which support the information you are presenting, using technology where appropriate

P11 observe individual needs and learning styles during the presentation

P12 encourage learners to ask questions at appropriate points

P13 give clear explanations in response to questions, checking that the enquirer understands your clarification

P14 adapt your presentation to ensure it supports the learning of all participants

P15 give clear and accurate information to reinforce significant learning points

P16 reduce distractions and disruptions as much as possible

P17 support participants to keep their focus on the presentation and engage with the learning process

Set follow up exercises and activities

P18 select follow up exercises and activities which will reinforce the main learning points of your presentation

P19 prepare materials for the exercises and activities taking account of individual learning styles, preferences and needs

P20 ensure participants understand the aims and expected outcomes of the exercises and activities

P21 give clear guidance and instructions on how to complete the exercises and activities

P22 ensure that the manner, level and pace of your explanations encourage individual participants to take part and understand

P23 make clear the extent to which you will be available to support the exercises and activities

P24 provide agreed support to ensure the exercises and activities are completed and are effective in reinforcing learning points

P25 give learners positive and constructive feedback on their progress towards learning outcomes

Review learning through presentations

P26 work with participants and others to review the effectiveness of your presentation

P27 reflect on your own practice in enabling learning through presentations

P28 identify areas where you need to make changes to ensure future presentations are as effective as possible

P29 complete records and reports about presentations, learning achieved and the outcomes of review, in accordance with legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1 legal and work setting requirements on equality, diversity, discrimination and rights

K2 your role in promoting individuals' rights, choices, wellbeing and active participation

K3 your duty to report any acts or omissions that could infringe the rights of individuals

K4 how to deal with and challenge discrimination

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

Your practice

K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7 your own background, experiences and beliefs that may have an impact on your practice

K8 your own roles, responsibilities and accountabilities with their limits and boundaries

K9 how to build trust and rapport in a relationship

K10 how your power and influence as a worker can impact on relationships

K11 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K12 how to work in partnership with individuals, key people and others

K13 how to manage ethical conflicts and dilemmas in your work

K14 how to challenge poor practice

K15 how and when to seek support in situations beyond your experience and expertise

Theory

K16 the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

Personal and professional development

K17 principles of reflective practice and why it is important

Communication

K18 factors that can affect communication and language skills and their development in children, young people and adults

K19 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K20 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K21 practices for the prevention and control of infection in the context of this standard

Safeguarding

K22   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K23   indicators of potential 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   legal and work setting requirements for recording information and producing reports

K28   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K29   which types of learning are best achieved and supported through presentations

K30   individual learning styles and how to maximise learning for each style

K31   aspects of exercises and activities which encourage learning

K32   how to choose from a range of presentation techniques and activities

K33   how to put information in order and decide whether the language you will be using is appropriate for the learners

K34   how to adapt presentations and activities to support learning

K35   how to structure presentations and activities

K36   how to analyse and use developments in learning and new ways of delivery, including technology-based learning

K37   how to put learners at their ease and encourage them to take part

K38   factors that are likely to obstruct learning and how to overcome them

K39   how to check learners' understanding and progress

K40   how to choose and prepare appropriate visual aids

K41   how to identify and evaluate changes and developments in technology and e-learning and whether they are relevant to delivering learning and development

K42   how to use appropriate forms of questioning during presentations

K43   external factors influencing the learning environment

Unit 359 Facilitate learning through presentations in health and social care settings (SCDHSC3108)

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 **audience** may include individuals you care for or support in your work; key people such as families and carers; your colleagues; other professionals; volunteers; or a combination of these

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 360 Promote effective relationships with individuals (SCDHSC3110)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote effective relationships with individuals. This includes establishing effective relationships between yourself and individuals, then working with individuals, key people and others to address relationship issues. It also includes evaluating the progress and outcomes of relationships.

Performance criteria

You must be able to:

Establish effective relationships between yourself and individuals

P1 apply your knowledge, **understanding** and skills to inform how you develop your relationship with the **individual**

P2 use the individual's abilities, experiences and expertise in positive ways when developing your relationship with them

P3 encourage the individual to use their abilities, experiences and expertise when they relate to you

P4 relate to the individual in ways that promote **active participation** and take account of their preferences and needs

P5 reflect on the relationship between you and the individual as it develops

P6 acknowledge positive aspects of the relationship between you and the individual

P7 support the individual to identify relationship issues

P8 work with the individual to resolve relationship issues

P9 apply your knowledge, understanding and skills to deal appropriately with any conflict

P10 seek support and advice where you do not have the expertise and experience to develop the relationship with the individual effectively

Support others to address relationship issues

P11 work with the individual, **key people** and **others** to **identify issues in relationships**

P12   support the individual and key people to communicate with you about relationship issues

P13   seek information and advice to help you understand and address relationship issues

P14   balance the views of the individual, key people and the others involved in relationships where issues have been highlighted

P15   discuss with the others involved alternative ways they could manage relationships

P16   support the individual, key people and the others involved to develop positive relationships with each other

P17   seek support and advice for relationship issues that you are not competent to deal with

P18   treat all information relating to relationship issues confidentially and in accordance with legal and work setting requirements

Support individuals to move from their relationship with you

P19   support the individual and key people to agree when the individual will move from their relationship with you

P20   support the individual and key people to agree how this should be done and who will be in your place in future

P21   work with the individual, key people and others to agree how any associated **risks** will be addressed

P22   involve key people and others at appropriate times and in ways that minimise disruption and concern

P23   seek support and advice where you do not have the expertise and experience to support the individual in moving from their relationship with you

Evaluate progress and outcomes in relationships

P24   support the individual and key people to identify criteria and methods by which the success of relationships for the individual can be evaluated

P25   support the individual and key people to take part in evaluating relationships

P26   evaluate relationships between the individual and others, including yourself, using agreed methods

P27   identify with the individual which aspects of their relationships with you and others have been effective

P28   identify with the individual those aspects that could be improved

P29   identify with others where additional expertise is required in a relationship and the type of expertise required

P30   identify with others how additional expertise can be accessed or managed

P31   complete records and reports about progress and outcomes in relationships at agreed times and in accordance with legal and work setting requirements

Knowledge and understanding

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your practice when relating to individuals

K36   how you can access, review and evaluate information about relationships generally and for specific individuals

K37   theories relevant to the individuals with whom you work about identity, self-esteem and self image and how these can be affected by relationships

K38   the role relationships have in promoting individuals' well-being

K39   social and psychological factors that can affect relationships

K40   the ways in which relationships are formed, may change and can be ended and the effect this may have on individuals

K41   types of relationships and behaviour in those relationships that can be beneficial and those that can be detrimental to individuals

K42   situations when individuals, key people and others may be at risk from relationships and how to assess and deal with these

K43   actions and conditions that might enhance and inhibit relationships with individuals and ways of resolving difficult relationship issues

K44   the support you may need when dealing with those who have difficult relationships and how to access this

K45   factors influencing roles, relationships and communication within families

K46   the physical conditions and emotional factors which may have an effect on relationships

K47   methods that are effective in forming, maintaining, withdrawing from and passing on relationships with individuals to others

K48   effective ways of resolving relationship issues

K49   issues you are likely to face in your relationships with individuals, families, carers, groups and communities

K50   effective methods to support other staff who are having difficulties in relationships with individuals, key people and others

Unit 360   Promote effective relationships with individuals (SCDHSC3110)

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

The **individual** is the adult, child or young person you support or care for in your work

Issues in relationships may include misunderstandings, disagreements, problems with communication, conflicting views and wishes

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

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

Your **understanding** may include your understanding of relationships with individuals; your understanding of relationships between individuals, key people and others; your understanding of particular 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

Unit 361   Promote the rights and diversity of individuals (SCDHSC3111)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote the rights and diversity of individuals. This includes promoting the capacity of individuals to exercise their rights and responsibilities and promoting a culture which values and respects the diversity of all individuals. It also addresses individuals' rights in relation to information about themselves and the need to promote confidence in individuals that their rights will be upheld in the work setting.

Performance criteria

You must be able to:

Promote the individual's capacity to exercise their rights and responsibilities

P1   provide up to date information, appropriate explanations and support to enable the **individual** and **key people** to understand their rights and responsibilities

P2   provide up to date information, appropriate explanations and support to enable the individual and key people to exercise their rights

P3   work in ways that demonstrate to **others** how to respect and promote the views, choices and wishes of individuals and key people

P4   work in ways that demonstrate to others how to promote **active participation** to maximise the individual's control over their own life

P5   demonstrate through your practice how to promote the right of the individual to make informed choices and decisions about their life and well-being, and about taking and managing potential and actual risks

P6   interpret the rights and responsibilities of the individual in a way that is consistent with the law, regulation and work setting requirements

P7   provide up to date information, appropriate explanations and support to enable the individual and key people to acknowledge

the complexities of decisions that may need to be made in order to balance their rights, preferences and responsibilities

P8   seek assistance when conflicts arise that you cannot deal with

Promote a culture that values and respects diversity

P9   work with the individual, key people and others to understand the cultural experience, background and beliefs of the individual

P10   identify how and where to access expertise on specific cultures or aspects of culture

P11   access expertise and advice from people, groups and networks to enhance your understanding of the individual's culture, background and beliefs

P12   work with the individual, key people and others to enhance aspects of the environment, practice and behaviour that are beneficial to an inclusive culture

P13   work with the individual, key people and others to address aspects of the environment, practice and behaviour that may create barriers to an inclusive culture

P14   ensure that activities and practices use the individual's culture and life experiences as a resource

P15   support the individual to consider how they may wish to build upon their cultural experience in ways that promote participation, inclusivity and co-operation with others

P16   demonstrate through your practice how to support the individual's right to **communicate** using their preferred language and method

P17   model behaviour that encourages others to work in ways that promote equality and respect diversity

P18   challenge practices and processes that prevent the individual having equal opportunity to services, support and facilities

P19   seek assistance when you are having difficulty promoting equality and diversity

Promote the individual's rights in relation to information about themselves

P20   work in ways that demonstrate to others how to support the right of the individual to access information about themselves

P21   disclose information about the individual only to those who have the right and need to know, and once proof of identity has been obtained

P22   encourage others to disclose information only to those who have the right and need to know, and once proof of identity has been obtained

P23   ensure that records and reports about work with the individual are completed within confidentiality agreements and according to legal and work setting requirements

P24   maintain confidentiality when storing and accessing information about the individual

P25   work in ways that demonstrate to colleagues how to respect and protect the privacy of the individual when handling information about them

Promote confidence that the rights of individuals will be upheld in the work setting

P26   ensure your own practice is always consistent with the law, regulation and work setting requirements

P27   support others to work within the law, regulation and work setting requirements

P28   use sensitively and responsibly the influence that accompanies your job role and responsibilities

P29   support others to use their influence sensitively and responsibly

P30   work in ways that demonstrate you are honest, trustworthy, reliable and dependable at all times

P31   encourage others to be honest, trustworthy, reliable and dependable in their work

P32   work with others to ensure all communication is appropriate, open, accurate and straightforward

P33   ensure that you honour your work commitments and support colleagues to do the same

P34   ensure that you and others declare any personal **interests** that might influence judgements and practice

P35   work in ways that demonstrate to others how to support the right of the individual to compliment, comment and complain about services they are receiving and to have any comments and complaints taken seriously

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how and where to access information and support that can inform your knowledge and practice about communication with individuals, key people and others

K36   how to find out about individuals' communication preferences and needs

K37   why effective communication is important in the work setting

K38   how communication differences and difficulties can affect the identity, self-esteem and self-image of individuals

K39   methods, extra support and specific aids that can help promote communication with and by individuals

K40   how to arrange environments and position yourself to maximise communication and interaction

K41   environments that are most appropriate for communicating on difficult, complex and sensitive issues

K42   principles of active listening

K43   how to record written information with accuracy, clarity, relevance and an appropriate level of detail

K44   how and where electronic communication can and should be used for communicating, recording and reporting

K45   where, why and how to access permission to access records and reports

K46   the difference between fact, opinion and judgement and why it is important when recording and reporting information about individuals

Unit 361   Promote the rights and diversity of individuals (SCDHSC3111)

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

The **individual** is the adult, child or young person you support or care for in your work.

Interests may include a pre-existing relationship with the individual; vested interests; past experiences that might affect the way you work with 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.

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.

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 362   Support individuals to manage their own health and social well-being (SCDHSC3112)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when working with individuals to design personalised options for managing their own health and social well-being. This includes supporting individuals to identify changes to their lives and environment that can promote their health and social well-being, supporting them to select their own options to implement changes and working together to review how well selected options have achieved desired outcomes.

Performance criteria

You must be able to:

Support individuals to identify changes that can promote their health and social well-being

P1   promote **active participation** when supporting the **individual** to examine aspects of their life and environment affecting their health and social well-being

P2   identify sources of information, advice and support relevant to the individual's health and social well-being

P3   ensure information and advice is made available in ways that are accessible to the individual

P4   support the individual to identify any **risks** associated with aspects of their life and environment affecting their health and social well-being

P5   support the individual to consider which aspects of their life and environment they can change and which they cannot

P6   work with the individual to agree ways to deal with aspects that cannot be changed, to minimise any detrimental effects on their health and social well-being

P7   support the individual to identify the positive outcomes they want to achieve for their health and social well-being and what changes in their life and environment would help achieve their outcomes

P8	support the individual to consider which changes they would like to make and which they do not wish to make
P9	establish agreement with the individual about any specialist support needed to enable them to consider options for making the changes they want
P10	support the individual to access any agreed specialist support
P11	seek additional advice and information where you do not have the right expertise to help the individual yourself

Support individuals to design personalised options for making changes to promote their health and social well-being

P12	work with the individual in ways that promote active participation when selecting options for implementing changes to benefit their health and social well-being
P13	support the individual to identify their priorities for making changes in their life and environment, options to address their priorities and any risks associated with these
P14	support the individual to decide which options they prefer, taking account of which will be the most beneficial for their health and well-being
P15	examine with the individual the implications of their preferred options and the impact these may have on their daily lives and on the lives of **key people** and others
P16	support the individual and key people to **communicate** their attitude towards risk and their views about any specific risks associated with the individual's preferred options
P17	support the individual and key people to consider how risk assessment could enable chosen risks to be taken as safely as possible rather than avoided
P18	seek additional advice and expertise where the individual's choices are likely to be detrimental to their health and well-being
P19	seek additional advice and expertise where the individual's choices would contravene legal and work setting requirements or go beyond agreed boundaries for your role
P20	support the individual and key people to access the information, help and resources necessary to put the selected options into practice
P21	agree with the individual, key people and others what your role will be in implementing the selected options

Support individuals to review their selected options

P22	work with the individual, key people and others to agree how the options selected will be reviewed and what criteria will be used to measure success
P23	encourage the individual and key people to take an active part in the review and to express their views
P24	review with the individual, key people and others how well the selected options are working in practice and how effective they are in achieving outcomes

P25   work with the individual, key people and others to agree any changes that need to be made to the selected options

P26   work with the individual, key people to identify the impact that proposed changes may have on themselves and other people

P27   agree with the individual and key people the support they would require to put the changes into place

P28   take actions required to put into place any resources needed to implement changes

P29   complete records and reports on the processes and outcomes of the review, within confidentiality agreements and according to legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   how you can access information about supporting individuals to promote their own health and social well-being

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K36	theories relevant to the individuals with whom you work about identity and self-esteem
K37	theories relevant to the individuals with whom you work about loss and change
K38	circumstances or conditions that might enhance and inhibit the individual's motivation to change and promote their own health and social well-being
K39	management of change in relation to individuals' conditions, needs and circumstances
K40	the inter-relationship between socio-economic factors and personal factors and health and social well-being
K41	social and psychological factors that can affect people's ability to promote their own health and social well-being
K42	national and local guidance on falls prevention and factors that impact on falls
K43	actions and conditions that might enhance and inhibit the individual's ability to promote their own health and social well-being
K44	role of relationships and social networks in supporting individuals to promote their own health and social well-being
K45	methods of working with individuals to understand and promote their own health and social well-being
K46	methods of promoting the individuals' strengths and those in their networks as key resources for promoting their own health and social well-being
K47	methods of planning and implementing incremental and radical change in the individual's life and its impact on key people and others
K48	methods of working with families and networks to maintain support and cope with any changes brought about by individuals promoting their own health and social well-being
K49	methods of planning, monitoring, review and evaluation that are participative
K50	the range of support groups and services that are available when individuals are having difficulty addressing issues relating to their health and social well-being and how to access these

Unit 362   Support individuals to manage their own health and social well-being (SCDHSC3112)

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

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

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

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 363　　Process information for use in decision-making (SCDHSC3115)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you process information so that sound decisions can be taken. This includes receiving, analysing and processing information; accessing and using information to inform decisions; and following work setting procedures to record, store and share information in ways that respect the rights of individuals.

Performance criteria

You must be able to:

Process information to be used for decision-making

P1   use work setting systems and procedures to receive and retrieve **information**

P2   ensure that information is obtained in ways that are consistent with legal and work setting requirements

P3   record information received in accordance with legal and work setting requirements

P4   check the accuracy of the information

P5   analyse the information

P6   take appropriate action where information is inadequate, contradictory or ambiguous

P7   identify any actions to be taken as a result of the information and their urgency

P8   carry out any immediate actions required as a result of the information

P9   follow work setting procedures to organise and prioritise the information

P10   process the information in accordance with work setting policies and procedures

Use information to make decisions about actions to be taken

P11   identify sources of information you need to make decisions about actions affecting **individuals**, **key people** or **others**

P12   use reliable and up to date sources to acquire accurate, relevant and sufficient information to support decisions

P13   clarify the reasons for making specific decisions

P14   select information which is accurate, relevant and sufficient to enable reliable decisions to be made

P15   collate the information in ways that will facilitate its use in decision-making

P16   use the selected information to identify actions that should be taken

P17   where necessary seek additional advice and support to enable you to make informed decisions

P18   support your decisions with reasoned argument and appropriate evidence

P19   complete records and reports on the outcomes of the decisions and actions in accordance with legal and work setting requirements

P20   report on the decision-making process in accordance with legal and work setting requirements

Follow policies and procedures for recording, storing and sharing information

P21   follow legal and work setting requirements for recording and storing information and ensuring it is secure

P22   work in accordance with legal and work setting requirements when sharing information with others

P23   ensure that your records and reports are not discriminatory

P24   use work setting policies and procedures to challenge information and records which are found to be discriminatory

P25   record information so that those who access it can understand it, identify the sources of evidence, follow your analytical and decision making processes and differentiate fact from opinion

P26   record information so that those who are accessing it can identify what actions were taken, when they were taken and the reasons for them

P27   use work setting systems and procedures to record and store information so that it is available in the required format to those who have the right to access it and to no-one else

P28   identify how work setting systems and procedures for recording and storing information and keeping it secure could be improved

P29   make recommendations for improvements through the appropriate channels

P30   provide opportunities for individuals, key people and others to make suggestions for improvements to systems, procedures and practices for recording, storing and security of information

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the prime importance of the interests and well-being of the individual

K12   how to build trust and rapport in a relationship

K13   how your power and influence as a worker can impact on relationships

K14   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K15   how to work in partnership with individuals, key people and others

K16   how to manage ethical conflicts and dilemmas in your work

K17   how to challenge poor practice

K18   how and when to seek support in situations beyond your experience and expertise

Personal and professional development

K19   principles of reflective practice and why it is important

Communication

K20   factors that can affect communication and language skills and their development in children, young people and adults

K21   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Safeguarding

K22   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K23   indicators of potential 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   legal and work setting requirements for recording information and producing reports

K28   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K29   how and where to access information and support that can inform your practice when receiving, analysing, processing, using and storing information

K30   how to judge the accuracy, relevance and sufficiency of information required to support decision making in different contexts

K31   how to identify information which may be contradictory, ambiguous or inadequate and how to deal with these problems

K32   the importance of management information to individuals, key people and organisational effectiveness

K33   the types of qualitative and quantitative information which are essential to you, and how to identify and access these

K34   the range of up to date sources of information and how to access these

K35   how to identify new sources of information which may be required

K36   how to assess the effectiveness of current methods of collecting and storing information and the procedures to follow in order to make recommendations on improvements

K37   validity, reliability and sufficiency of information to inform actions

K38   the different purposes for which information may be required and the degree of detail necessary for these different purposes

K39   how to manage sensitive information

K40   the particular issues which have to be taken into account regarding how information is transmitted and shared with other people and organisations

K41   recording and reporting procedures and requirements for different purposes and different audiences

Unit 363   Process information for use in decision-making (SCDHSC3115)

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 adult, child or young person you support or care for in your work.

Information may be any form of communication from and about individuals, key people and other people and organisations. Information might be about legislation or working practices which should be passed on and for which your organisation may have procedures set in place

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 364 Assess performance in health and social care services (SCDHSC3120)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you assess the performance of team members working in health and social care services. This includes preparing to assess performance, carrying out the assessment in safe and ethical ways and giving feedback to the team member on the outcome of your assessment decision.

Performance criteria

You must be able to:

Prepare to assess team members' performance

P1 agree with the team member which standards you will assess their performance against

P2 agree with the team member how and when you will watch them perform their work activities to compare their performance with the agreed standard

P3 give the team member advice on how to collect other appropriate evidence

P4 with the team member, identify who may be involved in or affected by your assessment

P5 with the team member, consider any ethical issues that may be raised by the proposed assessment

P6 check legal and work setting requirements regarding any assessment that may directly involve or affect an **individual**

P7 with the team member, negotiate agreement on arrangements with those who may be involved or affected, taking account of the safety, privacy, dignity and rights of individuals

P8 plan how health and safety requirements will be maintained during the assessment

Assess team members' performance

P9 observe the team member's performance in accordance with the agreed plan

P10   confirm that the assessment process is not adversely affecting the care or support of any individual involved in it

P11   where necessary, move to a more suitable environment to assess the team member's knowledge and understanding

P12   ask questions to check the team member's knowledge and understanding of workplace activities, values and other requirements

P13   ensure that all the evidence you consider comes from the team member's own work

P14   make a judgement on where the team member's practice and other evidence meets the agreed standard

P15   identify gaps in evidence of practice or knowledge and how these may be filled

P16   decide if you are able to confirm that the team member's performance meets the agreed standard

P17   keep a full and accurate record of the assessment, in accordance with work setting and any other requirements

P18   ensure that records are stored and shared in accordance with work setting and any other requirements

Give team members feedback on your assessment and their performance

P19   choose an appropriate time and place to give feedback to the team member on your assessment decision

P20   communicate your assessment decision to the team member

P21   confirm that the team member understands your assessment decision

P22   give clear, constructive and useful feedback on the team member's performance

P23   clarify details of how the team member can improve their performance where necessary

P24   agree any further training or development the team member will need before the assessment process can be completed

P25   if you and the team member cannot agree on your assessment of their performance, refer the matter to the appropriate person

P26   record follow-up actions and the next steps you and the team member have agreed on, in accordance with work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance
          relevant to your work, your work setting and the content of this
          standard

K7   your own background, experiences and beliefs that may have an
          impact on your practice

K8   your own roles, responsibilities and accountabilities with their
          limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom
          you work

K10   how to access and work to procedures and agreed ways of working

K11   how to build trust and rapport in a relationship

K12   how your power and influence as a worker can impact on
          relationships

K13   how to work in ways that promote active participation and
          maintain individuals' dignity, respect, personal beliefs and
          preferences

K14   how to work in partnership with individuals, key people and others

K15   how to manage ethical conflicts and dilemmas in your work

K16   how to challenge poor practice

K17   how and when to seek support in situations beyond your
          experience and expertise

Personal and professional development

K18   principles of reflective practice and why it is important

Health and Safety

K19   your work setting policies and practices for monitoring and
          maintaining health, safety and security in the work environment

K20   practices for the prevention and control of infection in the context
          of this standard

Safeguarding

K21   the responsibility that everyone has to raise concerns about
          possible harm or abuse, poor or discriminatory practices

K22   indicators of potential harm or abuse

K23   how and when to report any concerns about abuse, poor or
          discriminatory practice, resources or operational difficulties

K24   what to do if you have reported concerns but no action is taken to
          address them

Handling information

K25   legal requirements, policies and procedures for the security and
          confidentiality of information

K26   legal and work setting requirements for recording information and
          producing reports

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-
03)

K27   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K28   standards of performance that are required and/or recommended in health and social care settings

K29   how to provide opportunities for carrying out assessments in health and social care settings

K30   how to review assessment plans and identify where work activities can be assessed

K31   how to identify tasks you can see in the workplace and which aspects of competence they show

K32   how to agree arrangements for watching a team member perform tasks in the workplace

K33   how to watch team members without disrupting or affecting their work activities and the individuals they care for or support

K34   who else in the workplace you should involve when assessing team members' competence

K35   how to record your assessments and pass information on to other people

K36   how to use your assessments to motivate team members

K37   how to identify what the team member needs to do to meet agreed levels of competence

K38   how to make an accurate and fair comparison between a team member's performance and appropriate agreed standards

K39   how to use normal work activities to assess team member's performance without compromising the care and support of individuals

K40   how to provide assessment opportunities which are fair, consistent and do not discriminate

K41   how to prepare and ask questions to check team members' understanding of what they are doing without leading them

K42   how to give constructive feedback on assessment decisions

K43   how to encourage team members to ask questions and seek advice

K44   who to pass information on to, and when

K45   who to involve when you have a problem making an assessment judgement, and the procedures you should follow

Unit 364   Assess performance in health and social care services (SCDHSC3120)

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.

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 365   Promote the effectiveness of teams (SCDHSC3121)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when you promote the effectiveness of teams. This includes contributing to developing effective team practice, supporting team members to participate fully in team activities and working within the team to promote its effectiveness.

Performance criteria

You must be able to:

Contribute to developing effective team practice

P1   communicate constructively, fairly and inclusively with **team** members

P2   give accurate information to team members

P3   invite team members to contribute their views and opinions about the team and its work

P4   take account of team members' views and opinions

P5   ensure that team members are aware of your activities, providing sufficient information to enable others to take over from you when necessary

P6   ensure that working practices are carried out as agreed by the team

P7   identify examples of good team practice as they occur

P8   encourage team members to recognise and learn from these examples

P9   support effective group dynamics, handling team issues and conflicts constructively

P10   report issues that you cannot resolve to the appropriate people

P11   record changes to working practices agreed by the team

P12   support the team to implement agreed changes

Support team members to participate fully in team activities

P13   praise team members when they have undertaken team activities effectively

P14   identify team members who need support

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

P15   offer sensitive and constructive advice and help to team members

P16   offer appropriate support and encouragement to team members who are undertaking new and difficult tasks

P17   challenge any abusive, aggressive or discriminatory actions and remarks, explaining to team members why these must be addressed

P18   ensure that any interventions with team members are handled appropriately and sensitively

P19   offer information and advice to people in a more senior position, in a manner that is consistent with your role and recognises the sensitivities of the situation

P20   share information which would be of benefit to **others**, within confidentiality agreements and according to legal and work setting requirements

Work within the team to promote its effectiveness

P21   contribute to developing a team culture in which people can trust and rely on you

P22   identify with team members your own roles and responsibilities and the roles and responsibilities of other team members

P23   identify with team members the specific activities to be carried out by yourself and by others

P24   identify with team members how the activities of all members will contribute to meeting the aims, objectives, outcomes and purpose of the team

P25   organise your time and resources to carry out your agreed activities effectively

P26   carry out your agreed activities within the team

P27   invite feedback on your contribution to the team and its effectiveness

P28   evaluate your contribution to the team, accepting constructive criticism positively

P29   reflect on how effectively you deal with conflicts

P30   reflect on how effectively you seek and implement support where issues are beyond your competence and responsibility to deal with

P31   identify your own development needs for team working, taking into account the needs of the team, the service and the provision

P32   keep accurate and up to date records within confidentiality agreements and according to legal and work setting requirements

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   how and where to access information and support that can inform your practice about team working

K18   theories underpinning effective team working and management

K19   theories about leadership and effective leadership styles for team working

K20   communication techniques that are effective in promoting effective team working and management

K21   power and how it can be used and abused within teams

K22   types of team working and how teams may differ in structure, purpose and constitution

K23   conditions and issues you are likely to face in your work within teams

K24   how to motivate team members to work effectively as a team

K25   the best ways to provide constructive information, feedback and advice that focus on the work of team members

K26   how to give constructive feedback to the team and the contribution of this to learning and development within the team and its members

K27   the range of interactive styles that individuals have and how these may affect ongoing work within the team

K28   your role in relation to others in the work team and how it may grow and develop and the potential obstacles to personal development

K29   the purpose of agreeing changes in team working with the team as a whole and the reason for individuals taking responsibility for team decision

K30   the reason you should take responsibility for your own development and effectively review your own performance progress in team membership and management

K31   the effects which work priorities have on team members and how to offer help and support to team members in busy and stressful times

K32   different problems that can emerge when working within a team and the actions to take in such situations

K33   how to select, structure and provide clear written information and advice in a form which is suitable for team members

Unit 365   Promote the effectiveness of teams (SCDHSC3121)

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.

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.

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 366 Support individuals to use medication in social care settings (SCDHSC3122)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard applies to social care workers and identifies the requirements when supporting individuals to use medication in social care settings. This involves promoting individuals' independence and rights while supporting them to use medication. The standard covers preparing for and supporting the use of medication, as well as implementing safe practices to ensure medication supplies are received, stored and disposed of safely.

Performance criteria

You must be able to:

Promote the rights of individuals when using medication

P1   **communicate** with the **individual** in their preferred ways when supporting the use of **medication**

P2   support the individual to understand the benefits of active **participation** when using medication, including self-medication where possible

P3   support the individual to understand the risks and benefits of using specific medication, taking account of possible adverse reactions and contra-indications

P4   confirm that the individual's consent to use of the medication has been established

P5   work with the individual, **key people** and **others** to identify any risks associated with the individual managing their own medication

P6   use risk assessments to maximise the individual's independence in using medication while minimising risks

P7   ensure that details of the individual's medication and health condition are kept private while remaining as accessible as possible to the individual

P8   work with the individual, key people and others to resolve any ethical issues that may arise in relation to medication

Support individuals to implement safe practices when receiving, storing and disposing of medication supplies

P9   access information about the individual's medication

P10   support the individual to understand safe practices in relation to their medication supplies

P11   support the individual to access supplies of medication they require

P12   support the individual to store their medication securely in ways required for the specific medication

P13   support the individual to check that medication is in date and rotate supplies where necessary

P14   support the individual to dispose of unused or out of date medication in line with legal, work setting and any other requirements

P15   complete records and reports about medication supplies in accordance with legal and work setting requirements

Prepare for the use of medication

P16   confirm with the individual the level and type of support they require when using medication

P17   support the individual to understand information about how the medication is to be used

P18   clarify with appropriate people any discrepancies, conflicting instructions or missing medication, in accordance with work setting requirements

P19   address any anxieties or uncertainties the individual may express in relation to the use of medication

P20   confirm that the individual understands the reason for hygiene precautions and any protective clothing needed

P21   confirm that any **special requirements** for use of the medication have been or can be fulfilled

P22   ensure the medication is available in the form the individual prefers or requires and that any necessary equipment is to hand

P23   confirm with the individual that the environment provides the level of privacy they prefer

Support individuals to use medication

P24   carry out your agreed role to support the individual to use medication in ways that promote their active participation, dignity, hygiene and safety

P25   check that the **medication is used correctly**

P26   observe use of the medication to identify any **practical difficulties** that may arise

P27   offer appropriate reassurance and encouragement to the individual

P28   address any practical difficulties that arise in accordance with work setting requirements

P29   access further information and support about the use of medication and any difficulties associated with it

P30   complete records and reports about the individual's use of medication in accordance with legal and work setting requirements

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

Safeguarding

K28   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29   indicators of potential harm or abuse

K30   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31   what to do if you have reported concerns but no action is taken to address them

Handling information

K32   legal requirements, policies and procedures for the security and confidentiality of information

K33   legal and work setting requirements for recording information and producing reports

K34   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35   legislation that governs the use of medication in social care settings

K36   the importance of the individual giving consent to medication

K37   the legal classification system for medication and implications for use in social care settings

K38   the roles and responsibilities of those involved in prescribing, dispensing and supporting the use of medication

K39   common types of medication and their general uses

K40   requirements for storing and disposing of specific medications

K41   practices for maintaining hygiene and preventing cross infection and contamination while handling medication

K42	the routes by which medication can be taken into the body

K43	different forms in which medication can be presented

K44	materials and equipment that can assist in administering medication

K45	changes to an individual's physical or mental state that may indicate an adverse reaction to medication

K46	legal and work setting requirements for recording the use of medication

K47	where responsibilities lie in relation to use of 'over the counter' remedies in social care settings

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

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.

Medication may be either prescribed or bought 'over the counter'

Medication is used correctly when the individual has the correct medication, in the correct dose, by the correct route, at the correct time

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

Practical difficulties may include spilt medication, difficulty in taking the medication, choosing not to take the medication, vomiting after swallowing the medication, adverse changes that may be reactions to the medication

Special requirements for when and how the medication must be used may include time of day, frequency, interval since the previous dose, before / with / after food, in a particular form, via a particular route.

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 367   Manage your relationship as an employee of the individual you support (SCDHSC3123)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard applies to social care workers and identifies the requirements when you are employed by an individual who directs their own support. The standard includes developing your understanding of self-directed support and clarifying the rights and responsibilities of your employer and yourself. It addresses the need to establish agreed ways of working. The standard also includes carrying out your role as an employee of the individual and working together for continuous improvement.

Performance criteria

You must be able to:

Develop your understanding of self-directed support

P1   access sources of information about self-directed support and its potential benefits to individuals

P2   clarify your understanding of the links between self-directed support and different types of funding for individualised services

P3   clarify your understanding of the values that underpin self-directed support and must inform your work as an employee of the **individual**

P4   seek out a source of on-going support to enable you to continue developing your understanding of your work as an employee of the individual

Clarify rights and responsibilities within self-directed support

P5   support the individual to access sources of information and advice about their **responsibilities** as employers, where necessary

P6   work with the individual to clarify the rights and responsibilities that you and they have within the working relationship

P7   clarify with the individual the limits of the working relationship between you, including professional boundaries and your duty of care towards the individual

Establish shared understanding on ways of working

P8   confirm with the individual the type and level of support you are required to provide in order to meet the individual's preferences and needs

P9   establish shared understanding of how **risks** will be managed

P10   identify preferred systems for recording or reporting information to each other, **key people** and **others**

P11   agree with the individual how decisions affecting your work will be made and how any conflicts will be resolved

P12   clarify with the individual any external standards to which you must work

P13   establish how your work will be monitored and reviewed

P14   agree with the individual how you will access formal or informal supervision and support

Work as an employee of the individual

P15   work with the individual to ensure you receive training and development needed to enable you to carry out your work **safely**

P16   implement agreed ways of working when you carry out your responsibilities

P17   ensure your actions are always consistent with your role as an employee of the individual

Review your working relationship as an employee of the individual

P18   participate in agreed systems for monitoring your work

P19   use agreed supervision and support mechanisms to help you reflect on your practice and your relationship with the individual

P20   work with the individual and key people to identify where the working relationship is productive and where there may be difficulties or areas for improvement

P21   implement changes needed to enhance your work and your relationship as an employee of the individual

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of individuals you care for or support

K22   theories underpinning our understanding of human development and factors that affect it

Personal and professional development

K23   principles of reflective practice and why it is important

Communication

K24   factors that can affect communication and language skills and their development in children, young people and adults

K25   methods to promote effective communication and enable individuals to communicate their needs, views and preferences

Health and Safety

K26   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K27   practices for the prevention and control of infection in the context of this standard

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Safeguarding

K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K29 indicators of potential harm or abuse

K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K31 what to do if you have reported concerns but no action is taken to address them

Handling information

K32 legal requirements, policies and procedures for the security and confidentiality of information

K33 legal and work setting requirements for recording information and producing reports

K34 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K35 sources of information and advice about self-directed support and the rights and responsibilities of employers and employees

K36 the values underpinning self-directed support

K37 funding mechanisms for health and social care and how they relate to self-directed support

K38 health and safety hazards to consider when working alone

Unit 367   **Manage your relationship as an employee of the individual you support (SCDHSC3123)**

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 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
The **responsibilities** of an employer will include those relating to employment law, health and safety, payment and tax
Risks take 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
To work **safely** will include consideration of requirements for health and safety and protection/safeguarding.

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 368   Model pro-social behaviour when working with individuals (SFJBB2)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Justice
Aim:	This unit is about modelling pro-social behaviour when communicating with individuals, as part of a strategy designed to address the problematic behaviour of such individuals. It therefore includes helping individuals to recognise and to take responsibility for their own behaviour and obligations to others.
	Problematic behaviour is that which might be considered to be anti-social, challenging or offending.
	There are two elements
	1. Model pro-social behaviour in establishing working relationships
	2. Maintain effective relationships which reinforce pro-social behaviour
	Target Group: this unit is applicable for those working with individuals at risk of anti-social behaviour and/or offending, or of reoffending

Performance criteria

You must be able to:

Model pro-social behaviour in establishing working relationships

P1   obtain and review all relevant and available information, including assessments, regarding individuals ahead of meetings, familiarising yourself with their circumstances, behaviour and identified needs

P2   identify any required information that is missing, and take the necessary steps to obtain it

P3   explain clearly and accurately your role and responsibilities, and how this relates to the relevant work of others

P4   identify any potential issues for your relationship with the individual due to their gender or any other factors, and take the appropriate actions promptly and sensitively

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

P5   explain clearly your objectives and the nature and boundaries of the relationship with the individual, including expectations from the individual

P6   explore with individuals what they expect from you and your organisation

P7   engage constructively with the individual and model pro-social behaviour, encouraging an open exchange of views, and free from discrimination or oppression

P8   communicate in a manner and at a level and pace appropriate for the individual

P9   provide constructive feedback to points raised by the individual and behave in a manner which promotes their value as individuals

P10   challenge constructively any attitudes and behaviour by the individual which prejudice the rights of others or which are anti-social, whilst taking account of your own personal safety

Maintain effective relationships which reinforce pro-social behaviour

P11   maintain contact with individuals at a frequency and using methods consistent with your role, their needs and organisational and statutory requirements

P12   explore and identify the individual's interests, needs and concerns, identifying factors known to cause problematic behaviour

P13   challenge constructively prejudice, discrimination and problematic behaviour when it occurs

P14   explore constructive ways of changing attitudes and behaviour which promote inclusion and social behaviour

P15   agree with individuals relevant and realistic goals, and the actions that they need to take if the goals are to be attained

P16   review with individuals their progress towards achieving their goals, exploring with them any barriers, and ways in which these might be overcome

P17   offer prompt and constructive feedback to individuals regarding their progress, recognising achievement and encourage them to own their success

P18   act as a role model for pro-social behaviour in your workings with individuals

P19   where your contact with individuals is to end, summarise clearly and accurately the outcomes achieved

P20   assist individuals in finding ways to sustain their behaviour change

Knowledge and understanding

You need to know and understand:

K1   legislation, guidelines and good practice relating to your work with individuals, and their impact for your work

K2   the role of your organisation and its services, and how they relate to other organisations and services in the sector

K3   your organisation's policy and procedures regarding confidentiality of information and the disclosure of information to third parties,

and the specific circumstances under which disclosure may be made

K4   how to apply the principles of equality, diversity and anti-discriminatory practice

K5   physical, social, psychological, emotional and intellectual development of individuals, and the ways in which such development can be affected

K6   the effect of parenting and families on individuals in relation to their ability to form other relationships

K7   the influence that peers can have upon the individual

K8   the impact of the broader social environment on individuals, including areas of material deprivation, crime and the fear of crime, poor housing and poverty

K9   the effect that being in care has on individuals

K10   strategies for encouraging individuals to recognise and take responsibility for their own behaviour and their obligations to others

K11   the importance of your role as a positive role model to reinforce pro-social behaviour, and ways of monitoring your own effectiveness in this

K12   behaviours which demonstrate respect for others and those which do not

K13   the different forms and range of effective communication, and the effect of culture on communication, including when physical contact is appropriate and when it is not

K14   how culture, gender and beliefs can affect attitudes and behaviour and how it may be perceived by others

K15   the impact of crime on victims, survivors and witnesses and their need for protection, respect, recognition, information and confidentiality, and why it is important to recognise the impact on all those affected by crime, whether they are direct victims or indirect victims

K16   reactions to the experience of crime, and the factors which affect how individuals react to and recover from their experience

K17   your own role and responsibilities and from whom assistance and advice can be sought

Unit 369   Carry out screening and referral assessment (SFHAF1)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Health
Aim:	This standard is about recognising substance misuse problems and referring individuals to a substance misuse or other service appropriate to their immediate needs. It includes the assessment of risk to the individual and others, particularly the children of substance users.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   regularly update your knowledge about the range of substances which may be misused and the possible indications of substance misuse

P2   remain constantly alert to possible indications of substance misuse by those with whom you come into contact

P3   investigate situations sufficiently to allow you to make a reasonable judgement about whether individuals are misusing substances

P4   obtain specialist assistance where you are unable to make a reasonable judgement about whether individuals are misusing substances

P5   respond promptly to individuals presenting for substance misuse services in order to maintain their motivation and seize the opportunity for intervention

P6   assess any immediate risk to the individual and to others which may result from substance misuse and/or co-existent problems

P7   take prompt action appropriate to your assessment of risk in line with legal and organisational requirements

P8   record situations and actions taken in line with organisational requirements

P9   provide information about situations and actions taken only to those entitled to have it.

P10	have access to up to date and accurate information on services in your locality
P11	consider possible alternative services according the needs of the individual
P12	present the possibility of referral to the individual in a positive manner and review the advantages and disadvantages with them
P13	refer the individual to a service with the required degree of urgency
P14	make referrals in line with local protocols and the eligibility criteria for accessing services
P15	establish the availability, accessibility and any cost of services to the individual prior to confirming the referral
P16	plan arrangements for the referral with the individual and facilitate their contact with the service
P17	agree with the individual the information to be passed to the service
P18	provide the service with complete and accurate information about the situation
P19	obtain feedback from the service following the referral to evaluate and refine referral practices
P20	provide continuing support to individuals who do not want to be referred

Knowledge and understanding

You need to know and understand:

K1	organisational requirements and policies relevant to risk assessments
K2	the importance of keeping full and accurate records, and how to do so
K3	the importance of providing full and accurate information, and how to do so
K4	the principle of confidentiality: what information may be given to whom
K5	how to present information to individuals in a positive manner
K6	the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so
K7	how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems
K8	the risks to children of substance users, and how to assess these risks
K9	the importance of regularly reviewing risk assessments
K10	the range of different substances and their effects
K11	the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources
K12	ways of keeping your knowledge about substances and indications of substance misuse up to date
K13	how to investigate situations in order to make a reasonable judgement about substance misuse

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K14   substance misuse specialists, and procedures for referring individuals to them

K15   the range of actions you can take when individuals may be misusing substances, and how to decide what action is appropriate

K16   sources of information on substance misuse services and treatment interventions

K17   the eligibility criteria for accessing services in your locality

K18   how to plan and facilitate referrals to substance misuse services

K19   how to assess the required degree of urgency when referring individuals to services

Unit 369   Carry out screening and referral assessment (SFHAF1)

Supporting information

External links

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

Dimension: HWB2 Assessment and care planning to meet people's health and wellbeing needs

Unit 470   Carry out assessment to identify and prioritise needs (SFHAF2)

SCQF Level:	8
SCQF Credit value:	10
Sector Skills Council:	Skills for Health
Aim:	This standard is about referral of individuals with less complex needs directly to less structured substance misuse services (such as drop-in advice services) and identifying when an individual has more complex needs which require referral to a comprehensive substance misuse assessment. It includes:
	1. assessment of the individual's substance misuse problem and their understanding of services available
	2. assessment of the need for referral to substance misuse services or to a comprehensive substance misuse assessment
	3. making referral to a substance misuse service or comprehensive substance misuse assessment
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   conduct the assessment of the individual promptly to maintain the individual's motivation and seize the opportunity to engage them in treatment

P2   conduct the assessment in line with locally agreed criteria and using standardised documentation

P3   obtain information from the individual and if applicable, from the referring agency, in line with protocols

P4   take account of historical factors where disclosed by the individual as well as presenting factors

P5   assess the individual's understanding of services available and readiness to engage in a treatment programme

P6   deal with challenging, abusive, aggressive or chaotic behaviour

P7   assess any risk to the individual which may result from substance misuse and/or co-existent problems

P8   encourage the individual to ask questions, seek advice and express any concerns

P9   seek support from the appropriate person as soon as possible when there are any problems with the assessment

P10   record accurate, legible and complete details of the assessment, agreements reached with the individual and the resulting actions to be taken.

P11   have access to up to date and accurate information on services within your locality

P12   present the possible interventions to the individual in a positive manner and review the advantages and disadvantages with them

P13   present the possible interventions to the individual in a manner, level and pace appropriate to them

P14   agree an appropriate course of action with the individual according to the intensity of intervention required

P15   give the individual appropriate support to check any information on the agreed intervention before it is finalised

P16   record accurate, legible and complete details of the assessment, agreements reached with the individual and the resulting actions to be taken

P17   ensure the outcomes of the assessment and the agreements reached achieve the best balance between the interests of the individual, any inherent risks and the legal duty of care

P18   are able to justify the choice of intervention according to locally agreed criteria

P19   discuss assessments with other members of the substance misuse service team in order to ensure consistency of approach

P20   provide continuing support to individuals who do not want to be referred

P21   make referrals in line with local protocols and the eligibility criteria for accessing services

P22   refer the individual to the appropriate service with the required degree of urgency

P23   share information obtained during the assessment with services to which the individual is referred according to agreed protocols

P24   plan arrangements for the referral with the individual and facilitate their contact with the service

P25   agree with the individual the information to be passed to the service

P26   obtain feedback from the service to evaluate and refine referral practices following the referral

P27   record details of the assessment and referral for reporting and evaluation purposes

Knowledge and understanding

You need to know and understand:

K1   the principles of the Children's Act 1989 and the UN Convention on the Rights of the Child 1989

K2   how to obtain information from individuals and other agencies in line with protocol

K3   show to pass information obtained during an assessment to another agency in line with local protocols

K4   how to involve an individual in the assessment of their needs

K5   how to assess an individual's understanding of services available and readiness to engage in a treatment programme

K6   how to assess the required degree of urgency when referring individuals to services

K7   how to deal with challenging, abusive, aggressive or chaotic behaviour

K8   how to assess individuals who are intoxicated

K9   who can provide support when there are any problems with the assessment

K10   how to achieve consistency in assessments with other workers in your organisation

K11   the importance of adhering to locally agreed criteria and documentation when carrying out assessments

K12   how to involve adults with parental responsibility in the assessment and referral of children and young people

K13   how to take account of a child or young persons age and maturity when involving them in assessment

K14   the importance of keeping full and accurate records, and how to do so

K15   the principle of confidentiality: what information may be given to whom

K16   how to present information in a manner, level and pace appropriate to the individual

K17   the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so

K18   how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems

K19   the importance of regularly reviewing risk assessments

K20   the range of different substances and their effects

K21   the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources

K22   ways of keeping your knowledge about substances and indications of substance misuse up to date

K23   how to understand the jargon used by substance misusers in your locality

Unit 470   Carry out assessment to identify and prioritise needs (SFHAF2)

Supporting information

External links

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

Dimension: HWB2 Assessment and care planning to meet people's health and wellbeing needs

Unit 371 Carry out comprehensive substance misuse assessment (SFHAF3)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Health
Aim:	This standard is about assessing the needs of substance misusers with complex requirements and/or those people who require more intensive and/or structured care programmes. It covers assessment that is on-going throughout the contact with the substance misuse service and the wider treatment system. It includes:

1. preparing for a comprehensive substance misuse assessment
2. assessing possible risks and the individual's understanding of services available
3. assessing the individual's substance misuse and related problems

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

Performance criteria

You must be able to:

P1   evaluate requests for assessment to determine their priority consistent with your organisation's criteria

P2   obtain information on the individual from previous assessments carried out by other services in line with protocols

P3   obtain further information if the initial information is insufficient for effective assessment to take place

P4   establish any particular needs of the individual which will need to be taken into account during the assessment from the available information

P5   fully and accurately record arrangements for the assessment in line with the organisation's procedures

P6   confirm arrangements for the assessment with the individual

P7   explain clearly to the individual any delays between requests for assessment and assessment taking place

P8	give the individual any documentation which needs to be completed by them to allow them to consider it before the assessment
P9	offer appropriate support to individuals who need assistance to complete documentation.
P10	inform the individual of the nature and duration of the assessment, the type of information which will be entered in their records and who will have the right of access to these
P11	conduct the assessment in line with locally agreed criteria and using standardised documentation
P12	involve the individual in the assessment as far as possible according to their capability
P13	review information obtained from previous assessments
P14	collect information from the individual, exploring historical factors as well as presenting factors
P15	assess the individual's understanding of services available and readiness to engage in a treatment programme
P16	deal with challenging, abusive, aggressive or chaotic behaviour
P17	assess any risk to the individual which may result from substance misuse according to locally agreed protocols
P18	encourage the individual to ask questions, seek advice and express any concerns.
P19	assess the nature of the individual's substance misuse problems and other problems
P20	seek clear conclusions from the assessment to inform the development of a comprehensive care plan
P21	ensure your assessment takes account of the individual's needs, any inherent risks and the legal duty of care to the individual and others
P22	keep accurate, legible and complete records of the assessment to inform the development of a care plan and for evaluation purposes
P23	continue assessment at appropriate intervals once the individual has commenced a care plan
P24	provide individuals with accurate and clear information on systems for making complaints about the assessment system and appealing on the decisions
P25	seek support from the appropriate person as soon as possible when there are any problems with the assessment
P26	discuss assessments with other members of the substance misuse service team in order to ensure consistency of approach
P27	ensure your assessment records are in a format and level of detail which can be audited against locally agreed standards
P28	record and report changes made and any effect this might have on the individual within confidentiality agreements and according to legal and organisational requirements

Knowledge and understanding

You need to know and understand:

K1   the principles of the Children's Act 1989 and the UN Convention on the Rights of the Child 1989

K2   how to obtain information from individuals and other agencies in line with protocols

K3   how to pass information obtained during an assessment to another agency in line with local protocols

K4   how to evaluate requests for assessment according to their priority in line with your organisations criteria

K5   how to involve an individual in the assessment of their needs

K6   how to assess an individual's understanding of services available and readiness to engage in a treatment programme

K7   how to deal with challenging, abusive, aggressive or chaotic behaviour

K8   how to assess individuals who are intoxicated

K9   who can provide support when there are any problems with the assessment

K10   how to achieve consistency in assessments with other workers in your organisation

K11   the importance of adhering to locally agreed criteria and documentation when carrying out assessments

K12   how to record the outcomes of assessments and use the assessment to inform the development of a comprehensive care plan

K13   how to review assessments at appropriate intervals once an individual has commenced a programme of care

K14   how to involve adults with parental responsibility in the assessment and referral of children and young people

K15   how to take account of a child or young persons age and maturity when involving them in assessment

K16   the importance of keeping full and accurate records, and how to do so

K17   the principle of confidentiality: what information may be given to whom

K18   how to support individuals to complete documentation

K19   the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so

K20   how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems

K21   the importance of regularly reviewing risk assessments

K22   the signs and implications of a range of substance misuse related problems including drug use, alcohol use, psychological problems, physical problems, social problems and legal problems

K23   how to deal with other problems including the need for intensive interventions, significant psychiatric and or physical co-morbidity, contact with multiple service providers, pregnancy or children `at risk' and a history of disengagement from substance misuse treatment services

K24   ways of keeping your knowledge about substances and indications of substance misuse up to date

K25	how to understand the jargon used by substance misusers in your locality
K26	sources of information on substance misuse services and treatment interventions
K27	the range of treatment interventions and assessment services available in your locality
K28	the eligibility criteria and protocols for accessing services in your locality
K29	national, local and organisational treatment priorities and resource constraints
K30	how to respond to individuals who do not want to be referred to other services
K31	how to present information in a manner, level and pace appropriate to the individual

Unit 371   Carry out comprehensive substance misuse assessment (SFHAF3)

Supporting information

External links

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

Dimension: HWB2 Assessment and care planning to meet people's health and wellbeing needs

Unit 372   Help individuals address their substance use through an action plan (SFHAI2)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Health
Aim:	For this standard you need to support individuals with drug or alcohol problems to develop action plans, as part of the counselling process and not as an isolated activity. Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   involve the individual in the action planning

P2   agree roles and responsibilities of those involved in the action plan

P3   incorporate all relevant information into the action plan

P4   ensure goals in the action plan are specific, achievable and agreed with the individual

P5   ensure the content of the action plan takes into account current circumstances of the individual

P6   ensure the action plan clearly specifies the methods, time scale and responsibilities for delivering individuals' requirements

P7   review the content and expected outcomes of the action plan with individuals

P8   agree the process for reviewing the progress of the action plan

P9   record the action plan according to agency requirements and recognised good practice

P10   ensure the individual receives the action plan and any additional relevant information in a way that is most likely to enhance understanding

P11   comply with all relevant legislation, codes of practice, guidelines and ethical requirements

P12   provide suitable opportunities for individuals to review the action plan

P13   gather all relevant information relating to individual's progress

P14   review the outcomes of the action plan with the individual

P15	identify clearly the outcomes that have been achieved and those that have not
P16	identify and agree with individual the next stages in the action plan where objectives have not been met
P17	use met objectives and the boundaries of the counselling relationship to assist the ending process
P18	take account of the individual's circumstances in deciding when to conclude the counselling
P19	acknowledge and explore the implications where treatment continues beyond counselling
P20	support the individual's sense of autonomy during the ending process
P21	inform individuals about further sources of support
P22	liaise with any agencies who will be providing further support
P23	record details according to agency requirements

Knowledge and understanding

You need to know and understand:

K1	legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
K2	professional codes of practice
K3	the requirements of confidentiality
K4	organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
K5	agency codes of practice
K6	the characteristics of other helping agencies in the area
K7	the limits and boundaries of your duties, responsibilities and power and why it is important to explain these to the individual
K8	the principles of active listening
K9	the principles of good objectives
K10	the cycle of change model
K11	all models explaining substance misuse
K12	the principles of motivation
K13	a range of recognised theoretical models, including cross cultural models
K14	the principles of good feedback
K15	how to bring the counselling process to an end
K16	appropriate use of counselling supervision
K17	the availability of substance misuse services in the local area
K18	the characteristics of substance misuse services in the local area
K19	the availability of other helping agencies in the local area
K20	knowledge of research, how and where to access it
K21	how to analyse research
K22	the range of different substances and their implications for the provision of services

K23	national substance misuse policies and priorities
K24	the range of substance misuse services offered by your organisation or other organisations
K25	the specific needs of individuals who are substance users, and how to meet these needs
K26	the range of behaviours that can be expected from substance users, and how to deal with these
K27	the risks substance misuse may pose to individuals and how to minimise these risks
K28	the risks substance misuse may pose to others, how to assess and minimise these risks
K29	the substance misuse jargon/terminology, commonly used
K30	the essentials of dual diagnosis
K31	the continuum of substance use from recreational to problematic
K32	the continuum of approaches to working with substance misuse from abstinence to harm reduction
K33	equality of opportunity and diversity
K34	why it is important to encourage individuals to express their perspectives, values and feelings
K35	the individual's rights and how these should inform and influence the formation of a relationship between you and the individual

Unit 372   **Help individuals address their substance use through an action plan (SFHAI2)**

Supporting information

External links

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

Dimension: HWB2 Assessment and care planning to meet people's health and wellbeing needs

Unit 373 Assess and act upon immediate risk of danger to substance users (SFHAB5)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Health
Aim:	For this standard you will need to assess the immediate risk of danger to individuals who have used substances, act upon the immediate risk of danger and support the individual once the immediate risk of danger has passed. Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   ascertain any signs of immediate risk of danger

P2   request further support and assistance, as required, without delay

P3   ascertain your own and any person near the individual's personal safety

P4   make the individual aware that you are available and willing to help

P5   obtain personal details from the individual or any person near the individual who has used the substance

P6   obtain information on the substance used from the individual or any person near the individual who has used the substance

P7   encourage the individual to describe any pain or discomfort they may be experiencing

P8   act upon the immediate risks to danger consistent with agency policies and procedures and your own role

P9   request further support and assistance, if required, without delay

P10   ensure your own personal safety and of any other person near the individual

P11   take actions which are appropriate to the substance used and the effect it has had on the individual

P12   take steps to calm the individual, if the individual is in an agitated state, if safe to do so

P13   take immediate steps to revive the individual, if the individual seems to be in a withdrawn state

P14	administer first aid, if safe to do so
P15	interact with the individual in a manner which recognises their needs and rights
P16	make the individual as comfortable as possible and only move the individual if necessary for their safety
P17	make the environment as safe as possible and remove all dangerous substances and materials
P18	make the individual aware that you are available and willing to help
P19	interact with the individual in a manner which recognises their needs and rights
P20	support the individual to enable them to meet their needs
P21	encourage the individual to recognise the consequences of the episode
P22	encourage the individual to seek further support and assistance
P23	accurately record all information and report to the appropriate person in the required format

Knowledge and understanding

You need to know and understand:

K1	legal and organisational requirements and policies requirements relevant to the functions being carried out
K2	legal requirements relevant to the functions being carried out
K3	the partner agencies in the local area
K4	the organisation's policies and procedures in dealing with risk of danger to individuals
K5	how to communicate effectively in a range of different settings
K6	how to calm individuals who have used substances
K7	how to calm other people in the immediate vicinity
K8	when and how to move an individual to make them comfortable
K9	when and how to administer first aid to individuals
K10	when to call the emergency services
K11	the importance of gathering full and accurate information and how to do so
K12	how to report accurately
K13	the importance of stating any gaps in information or assumptions made
K14	how to recognise and deal with immediate risk of danger to individuals who have used substances
K15	the range of different substances and their effects
K16	the appropriate actions / options available when the immediate risk of danger has passed
K17	the rights of individuals with whom you come into contact

Unit 373   Assess and act upon immediate risk of danger to substance users (SFHAB5)

Supporting information

External links

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

Dimension: HWB3 Protection of health and wellbeing

Unit 248	Interact with individuals using telecommunications (SFHGEN21)

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This standard covers interacting with individuals using telecommunications. This involves establishing interactions with individuals using telecommunications, sustaining interactions with individuals using telecommunications, and ending interactions with individuals using telecommunications. The emphasis is on supportive interactions rather then providing a general advice service. Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1 respond to individuals promptly according to organisational policies

P2 identify any constraints on individuals and the circumstances in which the interaction is being made

P3 provide information about the service and confirm its appropriateness to the

P4 encourage individuals to share their concerns and to focus on their requirements

P5 assess whether there is any risk or dangers facing the individual, and take appropriate action to deal with it

P6 provide suitable opportunities for individuals to sustain the interaction

P7 encourage individuals to provide additional information on their situation or

P8 respond to individuals' immediate requirements at each stage during the interaction

P9 provide suitable indications to reassure individuals of continued interest

P10	identify any signs of increased stress during interactions and establish their significance
P11	provide clear information on the requirement to end the interaction
P12	end interactions according to the guidelines and procedures of your organisation
P13	identify situations where it would be dangerous or disadvantageous to the interest of the individual to terminate the interaction
P14	take the appropriate action to resolve dangerous situations
P15	ensure you have recorded and checked the individual's demographic details where this is required before ending/transferring the call
P16	where you are providing a confidential service, ensure the anonymity of individuals, self, and colleagues is maintained according to the procedures of the service
P17	record details of interactions in the appropriate systems

Knowledge and understanding

You need to know and understand:

K1	the rights of individuals with whom you come into contact
K2	legal and organisational requirements and policies requirements relevant to the functions being carried out
K3	why it is important to comply with different requirements
K4	how to obtain information on the requirements
K5	the procedures of the organisation in relation to anonymity
K6	the systems for recording interactions
K7	why it is important to use the systems
K8	what are the procedures for welcoming individuals
K9	how to use different types of telecommunication technology
K10	how to encourage individuals to stay connected
K11	what are the potential circumstances of the individuals
K12	what information about the service should be provided
K13	who can be assisted by the service
K14	how to encourage individuals without face to face interaction
K15	what type of risks or dangers might different individuals face
K16	what action should be taken to deal with different risks or dangers
K17	what type of interactions occur
K18	what opportunities should be made available to individuals to sustain the interaction
K19	what type of information should be obtained
K20	why it is important to respond at regular intervals
K21	why it is important to provide individuals with opportunities to speak without interruption
K22	how to use the anonymity of individuals to assist them to speak, where this is appropriate
K23	the signs of increased stress in individuals

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K24   the significance of any signs of stress

K25   the types of problem that could occur

K26   what actions can be taken to address them

K27   why it is important to address problems

K28   when should interactions be ended

K29   what are the reasons for ending an interaction

K30   what further actions could be taken

K31   the importance of obtaining full demographic details

K32   why it is important to maintain anonymity

Unit 248   **Interact with individuals using telecommunications (SFHGEN21)**

Supporting information

External links

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

Dimension: Core 1 Communication

Unit 375 Counsel individuals about their substance use using recognised theoretical models (SFHAI1)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Health
Aim:	For this standard you need to counsel individuals with drug or alcohol problems. It is intended for those who provide counselling to individuals within an agreed framework, rather than offering advice and guidance on an ad hoc basis. The counsellor should pay particular regard to developing the counselling relationship in the earlier stages of counselling as the drug/alcohol user may have experienced a lack of positive regard, lack of empathy and a judgemental attitude from professionals in the past. Attention should also be given in this unit to activities that are not face to face work, but support the counselling process such as liaison, research and attending supervision.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   create a counselling setting in which individuals feel comfortable enough to express their requirements

P2   explore individuals' expectations in order to agree methods of working

P3   explain the nature of the counselling service, including boundaries, constraints and what can be expected of the service

P4   encourage individuals to identify their requirements and work with any tension between their hopes, expectations and what the service can offer

P5   assess the appropriateness of starting the current counselling

P6   ensure that the counselling contract is realistic

P7	examine your own attitude towards drugs and alcohol, monitoring the impact that may have on the counselling process
P8	monitor your thoughts, feelings, and emotional reactions to clients so that you can correctly attribute them
P9	monitor and review the counselling process to ensure it remains of value
P10	use a consistent theoretical base informed by recognised theoretical models, adapting these where necessary
P11	confirm with the individual when the process is drawing to its conclusion
P12	explore with the individual the implications of other forms of treatment continuing beyond counselling
P13	comply with all relevant legislation, agency codes of practice, guidelines and ethical requirements
P14	enable individuals to express their concerns freely through positive regard, active listening and a non-judgemental attitude
P15	encourage individuals to identify and explore their needs
P16	reflect back, clarify and review with individuals your perception of their feelings
P17	assist the individual to prioritise their needs
P18	identify and agree needs that cannot be met and facilitate access to additional or alternative sources of support
P19	work with individuals on any tension between their hopes and expectations and the reality of resource limitations
P20	identify with the individual a suitable range of options to meet their needs
P21	ensure individuals understand the information provided
P22	outline the potential consequences, advantages and disadvantages of the options according to the individual's circumstances
P23	check individual's understanding of options and methods that may be used
P24	identify any potential problems with the chosen course of action
P25	confirm the course of action that is being taken and check for understanding and agreement with the individual
P26	record the course of action according to agency requirements
P27	explore and select methods with the individual that are most likely to be effective
P28	agree with individuals the methods to be adopted
P29	identify any requirements that cannot be met and establish alternative actions for dealing with them

Knowledge and understanding

You need to know and understand:

K1	legal and organisational requirements and policies requirements relevant to the functions being carried out
K2	the limits and boundaries of your duties, responsibilities and power and why it is important to explain these to the individual
K3	the principles around supervision and appraisal

K4	the individual's rights and how these should inform and influence the formation of a relationship between you and the individual
K5	the importance of encouraging individuals to express their perspectives, values and feelings
K6	organisational and legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
K7	professional codes of practice
K8	the principles of active listening
K9	the cycle of change model
K10	all models explaining substance misuse
K11	the principles of motivation and dependence
K12	the underlying issues that may lead to substance misuse
K13	a range of recognised theoretical models
K14	possible support mechanisms for individual
K15	the availability of substance misuse services in the local area
K16	the characteristics of substance misuse services in the local area
K17	agency codes of practice
K18	knowledge of research, how and where to access it
K19	how to analyse research
K20	the range of different substances and their implications for the provision of services
K21	national substance misuse policies and priorities
K22	the range of substance misuse services offered by your organisation or other organisations
K23	the specific needs of individuals who are substance users, and how to meet these needs
K24	the range of behaviours that can be expected from substance users, and how to deal with these
K25	the risks substance misuse may pose to individuals and how to minimise these risks
K26	the risks substance misuse may pose to others, how to assess and minimise these risks
K27	the substance misuse jargon/terminology, commonly used
K28	the essentials around mental health, dual diagnosis and relevant services
K29	the continuum of substance use from recreational to problematic
K30	the continuum of approaches to working with substance misuse from abstinence to harm reduction
K31	cultural and religious issues that may impact when working with substance misuse
K32	the rights of individuals with whom you come into contact

Unit 375   **Counsel individuals about their substance use using recognised theoretical models (SFHAI1)**

Supporting information

External links

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

Dimension: HWB4 Enablement to address health and wellbeing needs

Unit 476   Counsel groups of individuals about their substance use using recognised theoretical models (SFHAI3)

SCQF Level:	8
SCQF Credit value:	10
Sector Skills Council:	Skills for Health
Aim:	For this standard you need to counsel groups of individuals about their substance use by planning, preparing and implementing relevant therapeutic group activities using recognised theoretical models. It is intended for those who provide counselling to individuals as part of group activities. Group activities may be substance use specific, such as relapse prevention techniques, or may be general, such as anger management or social skills training. There should be evidence of establishing and managing the counselling process with particular regard to the complexities that emerge when dealing with alcohol and drug related issues in a group setting.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   establish the purposes and goals of the therapeutic group activity

P2   involve individuals in the planning process at a level appropriate to their abilities and circumstances

P3   check individuals' understanding of options and activities that may be used

P4   examine your own attitude towards drugs and alcohol, monitoring the impact that may have on the group

P5   be aware of your own limitations, knowledge base and skill level

P6   conduct planning using a consistent theoretical base informed by recognised theoretical models

P7	anticipate any potential constraints or opportunities in the group and incorporate these into the planning
P8	prepare materials that are relevant and appropriate to the individuals in the group
P9	establish criteria for evaluating the effectiveness of activities
P10	arrange the environment in a way that encourages the full participation of all the individuals in the group
P11	discuss expectations and agree objectives with group members
P12	explain the nature of therapeutic group work, including benefits, possible constraints and boundaries
P13	establish a group contract that defines confidentiality, is realistic and agreed by all group members
P14	demonstrate positive regard, empathy and a non-judgmental attitude to all individuals in the group and encourage a shared responsibility in this
P15	use a consistent theoretical base informed by recognised theoretical models
P16	give individuals sufficient information and guidance, at an appropriate level and pace to maximise their involvement
P17	provide a suitable variety of therapeutic group activities to maximise involvement
P18	give and facilitate constructive feedback in a manner, level and pace that enhances individuals' learning and development in the group
P19	manage disruption in a way that is constructive, inclusive and in keeping with agreed boundaries
P20	monitor your thoughts, feelings and emotional reactions to the group and individuals in the group so that you can correctly attribute them
P21	monitor and review the group processes and activities to ensure they remain of value to all individuals in the group
P22	ensure records of activities, agreements, contracts are accurate, legible, complete, up to date and secure
P23	comply with all relevant legislation, agency codes of practice, guidelines, professional and ethical requirements
P24	encourage and support individuals to give feedback on the therapeutic group activity
P25	review the outcomes of the group activities
P26	modify your plan where feedback indicates that the planned activity is inappropriate
P27	review the effectiveness of learning and development methods and identify alternative approaches where necessary
P28	use feedback to identify when the process is drawing to its conclusion

Knowledge and understanding

You need to know and understand:

K1	legal and organisational requirements and policies requirements relevant to the functions being carried out
K2	the limits and boundaries of your duties, responsibilities and power and why it is important to explain these to the individual
K3	the individual's rights and how these should inform and influence the formation of a relationship between you and the individual
K4	organisational and legal procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them
K5	professional codes of practice
K6	agency codes of practice
K7	definition and boundaries of confidentiality
K8	the principles of active listening
K9	the cycle of change model
K10	all models explaining substance misuse
K11	the principles of motivation
K12	a range of recognised theoretical models
K13	awareness of cross-cultural approaches
K14	why it is important to encourage individuals to express their perspectives, values and feelings
K15	appropriate use of counselling supervision
K16	the essentials of group dynamics
K17	how to put participants at ease
K18	the principles of good feedback in groups
K19	the availability of substance misuse services in the local area
K20	the characteristics of substance misuse services in the local area
K21	knowledge of research, how and where to access it
K22	how to analyse research
K23	the range of different substances and their implications for the provision of services
K24	national substance misuse policies and priorities
K25	the range of substance misuse services offered by your organisation or other organisations
K26	the specific needs of individuals who are substance users, and how to meet these needs
K27	the range of behaviours that can be expected from substance users, and how to deal with these
K28	the risks substance misuse may pose to individuals and how to minimise these risks
K29	the risks substance misuse may pose to others, how to assess and minimise these risks
K30	the substance misuse jargon/terminology, commonly used
K31	the essentials of dual diagnosis
K32	the continuum of substance use from recreational to problematic
K33	the continuum of approaches to working with substance misuse from abstinence to harm reduction
K34	the rights of individuals with whom you come into contact

Unit 476   **Counsel groups of individuals about their substance use using recognised theoretical models (SFHAI3)**

Supporting information

External links

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

Dimension: HWB4 Enablement to address health and wellbeing needs

Unit 377　Carry out extended feeding techniques to ensure individuals' nutritional and fluid intake (SFHCHS17)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers feeding individuals using techniques other than oral feeding. These methods include Percutaneous Endoscopic Gastrostomy (PEG) feeds, nasogastric (NG) tube feeds and subcutaneous fluid infusions. This standard does not cover intravenous techniques for giving fluids. Users of this standard will need to ensure that practice reflects up to date information and policies.

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 the individual's identity and the confirm the planned activity

P3　give the individual relevant information, support and reassurance in a manner which is sensitive to their needs and concerns

P4　gain valid consent to carry out the planned activity

P5　involve the individual and others throughout the procedure

P6　confirm all equipment and materials for carrying out extended feeding techniques is:

　　P6.1　appropriate to the procedure

　　P6.2　fit for purpose

P7　ensure the individual is positioned in a way that will:

　　P7.1　ensure their safety and comfort

　　P7.2　facilitate the method of extended feeding

P8　ensure the feeding tube is in the correct position according of the type of tube being used

P9　carry out the extended feeding:

　　P9.1　at an appropriate time according to the individual's plan of care

P9.2   using appropriate techniques

P9.3   using equipment in line with manufacturer's instructions

P9.4   in a manner which optimises the patient's comfort and dignity and minimises pain and trauma

P10   observe the individual throughout the activity, recognise and report any condition or behaviour which may signify adverse reactions to the activity and take the appropriate action

P11   ensure that adequate and relevant fluids, feeds and equipment are stocked in the care environment to meet immediate future needs, re-ordering as appropriate

P12   complete all documentation as required and report any findings about the process and the individual which may have an impact on their care plan and subsequent care

P13   ensure the extended feeding tubes are securely attached in a way that prevent discomfort and promotes dignity of the individual

P14   ensure the individual is made comfortable following extended feeding techniques and dispose of waste according to agreed procedures

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 carrying out extended feeding techniques to ensure individual's nutritional and fluid intake

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 applying standard precautions to carrying out extended feeding techniques to ensure individual's nutritional and fluid intake and the potential consequences of poor practice

K5   the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence

K6   the anatomy and physiology of the gastro-intestinal tract pertinent to the feeding methods being undertaken

K7   potential sources of contamination when undertaking extended feeding techniques and appropriate measures to reduce or deal with them

K8   the potential consequences of contamination of feeds and equipment used for extended feeding

K9   issues linked to individual's beliefs, values and faiths which influence and impact upon diet and nutritional intake

K10   the impact this type of feeding will have on individuals

K11   a variety of conditions and situations where feeding may be undertaken by extended methods

K12   other staff who may be involved with the nutritional and fluid intake of individuals

K13   why fluid intake and balance is vital to the health of individuals

K14   why you need to monitor fluid and nutritional intake

K15   the adverse reactions which may occur during and following procedures and how to identify and deal with these

K16   the equipment and materials required for the types of extended feeding techniques relevant to your work area

K17   the different types of feed available for the types of extended feeding techniques relevant to your work area

K18   how a variety of feeding tubes are put in place and the preparation of the individual for the procedure

K19   how to monitor, improve and maintain nutritional and fluid needs of individuals

K20   methods used to ensure the extended feeding equipment is correctly positioned prior to feeding

K21   the importance of maintaining the correct level of cleanliness for extended feeding techniques

K22   the importance of following procedures for extended feeding techniques exactly as specified, and the potential effects of not doing so

K23   the importance of packing up used equipment and materials and covering receptacles containing body fluids prior to leaving the immediate care area

K24   how and where to dispose of:

K24.1   used equipment, materials and feeds

K24.2   body fluids aspirated prior to feeding

K25   the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

K26   the following regarding records:

K26.1   the importance of keeping accurate and up to date records

K26.2   the specific records required for reporting on gastric aspirate and the removal of nasogastric tubes

Unit 377   Carry out extended feeding techniques to ensure individuals' nutritional and fluid intake (SFHCHS17)

Supporting information

Links to other NOS

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 249   Undertake routine clinical measurements (SFHCHS19)

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers taking and recording routine clinical measurements to establish a baseline for future comparison or as part of the individuals care plan. The recording of such measurements must take into account the individuals overall condition and it is important that where you have any concerns regarding your ability to correctly take these clinical measurements, or if you are at all unsure of you readings, you must ask another competent member of staff to check your recordings to ensure the correct actions can be instigated without delay.
	These activities could be done in a variety of care settings, including hospitals wards and other departments including out patients, nursing homes, the individuals own home and GP surgeries.
	Users of this competence will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   apply standard precautions for infection prevention and control and apply other necessary health and safety measures

P2   check the individual's identity and confirm the planned action

P3   give the individual relevant information, support and reassurance in a manner which is sensitive to their needs and concerns

P4   gain valid consent to carry out the planned measurement

P5   take the measurement at the prescribed time and in the prescribed sequence

P6   use the appropriate equipment in such a way as to obtain an accurate measurement

P7   reassure the individual throughout the measurement and answer questions and concerns from the individual clearly, accurately and concisely within own sphere of competence and responsibility

P8   refer any questions and concerns from or about the individual relating to issues outside your responsibility to the appropriate member of the care team

P9   seek a further recording of the measurement by another staff member if you are unable to obtain the reading or if you are unsure of the reading

P10   observe the condition of the individual throughout the measurement

P11   identify and respond immediately in the case of any significant changes in the individual's condition

P12   recognise and report without delay any measurement which falls outside of normal levels

P13   record your findings accurately and legibly in the appropriate documentation

P14   clean used equipment and return to usual place of storage after use

P15   dispose of waste and disposable equipment appropriately

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 routine clinical measurements

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 applying standard precautions to undertaking physiological measurements and the potential consequences of poor practice

K5   the importance of working within your own sphere of competence and seeking clinical advice when faced with situations outside your sphere of competence

K6   what valid consent means and why it must be obtained and confirmed prior to actions being taken

K7   the clinical measurements are necessary and the importance of undertaking them as directed

K8   why it is necessary to adjust clothing and/or repositioning the individual for some clinical measurements

K9   the concerns and worries which individuals or client groups may have in relation to some clinical procedures

K10   the equipment used for different measurements

K11   any alternative equipment available

K12   the importance of ensuring it is appropriately prepared

K13   common conditions which necessitate the recording of physiological measurements within your work environment

K14   how blood pressure is maintained

K15   the differentiation between systolic and diastolic blood pressure and what is happening to the heart in each reading

K16   the normal limits of blood pressure

K17   conditions where blood pressure may be high or low

K18   how body temperature is maintained

K19   what normal body temperature is

K20   what is meant by pyrexia, hyper-pyrexia and hypothermia

K21   what is normal respiratory rate

K22   what affects respiratory rates in individuals, ill and well

K23   the normal limits of pulse rates

K24   what affects pulse rates – raising it and lowering it

K25   the sites in the body where pulse points can be found

K26   why an individual's pulse oximetry needs to be measured

K27   the findings when obtaining pulse oximetry, and the implications of these findings

K28   what BMI is and how it is used in weight/dietary control

K29   the factors that influence changes in clinical measurements

K30   the importance of recording all information clearly and precisely in the relevant documentation, including whether the individual is receiving oxygen

K31   the importance of reporting all information and any issues which are outside your own sphere of competence to the relevant member of staff without delay

Unit 250 Move and position individuals (SFHCHS6)

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers the movement, handling and positioning of individuals as part of their care plan according to their specific needs due to their condition. This includes moving individuals from one place to another and re-positioning individuals within their immediate environment.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1 apply standard precautions for infection prevention and control and apply all other relevant health and safety measures

P2 check the individual's care plan and the moving and handling risk assessment prior to commencing any moving and handling

P3 assess any immediate risks to individuals and where you think there is a risk that you cannot deal with, you seek advice from the appropriate people before moving or handling individuals

P4 inform the individual what you are about to do and support them to communicate the level of support they require

P5 obtain the individuals valid consent and ensure they understand why they are being moved and handled in particular ways and how they can usefully co-operate in the procedure

P6 remove potential hazards and prepare the immediate environment, ensuring adequate space for the move to take place, in agreement with all concerned

P7 seek appropriate assistance to enable you to move and handle the individual safely

P8 move the individual according to the care plan

P9 position the individual according to the care plan using the correct technique and in a way that will avoid causing undue pain or discomfort

P10 observe the individual throughout the activity and stop the activity if any adverse effects occur

P11   seek help from other professionals if problems arise during the activity

P12   use the appropriate equipment in order to maintain the individual in the required position

P13   report, and where applicable, record the activity in the appropriate documents, noting when the next positioning manoeuvre is due

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 moving and positioning individuals

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 when and seeking advice when faced with situations outside your sphere of competence

K5   the importance of applying standard precautions to moving and positioning individuals and the potential consequences of poor practice

K6   how to access up-to-date copies of organisational risk assessments for moving, handling and positioning specific individuals

K7   the importance of effective communication and co-ordinating actions between yourself and:

        K7.1   the individual

        K7.2   the team involved in the activity

        K7.3   the wider health care team

K8   the potential hazards associated with moving and positioning for the individual, yourself and others involved in the activity

K9   the importance of moving, handling and positioning the individual according to the care plan and their presenting condition(s) and the potential consequences of poor practice

K10   the importance of good communication and co-ordinating actions effectively with others involved in moving, handling and positioning individuals

K11   the action to take when the individual's wishes conflict with their plan of care in relation to health and safety issues and their risk assessment

K12   the normal:

        K12.1   skeleton and muscle attachments

        K12.2   range of movement in joints

        K12.3   in relation to the importance of correct movement and positioning

K13 common physical conditions of individuals in your work area, the effect they have upon normal movement, in relation to the importance of correct movement and positioning

K14 the importance of offering effective verbal and non-verbal support and reassurance to patients during preparation for moving and positioning activities

K15 the effect that the individual's personal beliefs and preferences may have their preferences for moving, handling and positioning

K16 reasons why the individual's preferences affect how they are moved, handled and positioned

K17 how to provide active support and promote the individual's rights, choices and wellbeing when preparing to move, handle and position individuals

K18 how individuals may be able to contribute to the moving/handing/positioning process and factors which limit their contribution

K19 reasons for moving and positioning individuals according to the care plan and their presenting condition(s)

K20 potential key changes in the conditions and circumstances of individuals that you are moving, handling and positioning, and actions to take in these circumstances

K21 the aids and equipment you may use for moving, handling and positioning

K22 safety factors that need to be taken account of when preparing moving, handling and positioning equipment/machinery

K23 the importance of preparing the environment for moving and handling prior to attempting to move and handle individuals

K24 the importance of keeping the environment clear during moving, handling and positioning activities

K25 why it is vital to follow the care plan

K26 the importance of team working

K27 the importance of the possible consequences for the individual, yourself and others if you do not comply with safe moving and positioning techniques

K28 sources of further help for moving, handling and positioning individuals in different health and care settings

K29 the importance of restoring the environment after moving, handling and positioning activities

K30 the importance of keeping accurate and up to date records

K31 the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

Unit 250   Move and position individuals (SFHCHS6)

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 380 Recognise indications of substance misuse and refer individuals to specialists (SFHAA1)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Health
Aim:	This standard covers recognising signs which may indicate that someone - an employee, colleague, co-worker, customer, student or anyone else you come into contact with during your work - may be misusing drugs (illegal, prescription or over the counter), alcohol, solvents or other substances.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   regularly update your knowledge about the range of substances which may be misused and the possible indications of substance misuse

P2   remain constantly alert to possible indications of substance misuse by those with whom you come into contact

P3   investigate situations sufficiently to allow you to make a reasonable judgement about whether individuals are misusing substances

P4   obtain specialist assistance where you are unable to make a reasonable judgement about whether individuals are misusing substances

P5   where individuals are not misusing substances, you help individuals understand how indications may be interpreted

P6   assess the risk to the individual and to others which may result from substance misuse and take prompt action appropriate to your assessment of risk

P7   regularly update your knowledge about appropriate specialists for the range of substances and the procedures to follow when referring individuals

P8	refer individuals to specialists in line with organisational requirements
P9	respect individuals' rights and the requirements of confidentiality
P10	provide specialists with complete and accurate information about the situation in line with organisational requirements
P11	monitor the situation and regularly review your assessment of the risk to the individual and to others which may result from substance misuse
P12	take appropriate action in the light of changes to the situation and level of risk
P13	the action you take is in line with legal and organisational requirements
P14	record situations and actions taken in line with organisational requirements
P15	provide information about situations and actions taken only to those entitled to have it

Knowledge and understanding

You need to know and understand:

K1	the importance of keeping full and accurate records, and how to do so
K2	the importance of providing full and accurate information, and how to do so
K3	the principle of confidentiality: what information may be given to whom
K4	legal and organisational requirements and policies requirements relevant to the functions being carried out
K5	the importance of monitoring the situation regarding an individual's misuse of substances, and how to do so
K6	how to assess the risk to individuals and to others from their substance misuse
K7	the importance of regularly reviewing risk assessments
K8	the range of different substances and their effects
K9	the range of different indications of substance misuse: physical, behavioural and information provided by the individual or from other sources
K10	other factors which produce indications that may be interpreted as caused by substance misuse
K11	ways of keeping your knowledge about substances and indications of substance misuse up to date
K12	how to investigate situations in order to make a reasonable judgement about substance misuse
K13	sources of assistance about substance misuse
K14	substance misuse specialists, and procedures for referring individuals to them
K15	the range of actions you can take when individuals may be misusing substances, and how to decide what action is appropriate
K16	the rights of individuals with whom you come into contact

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

Unit 380   Recognise indications of substance misuse and refer individuals to specialists (SFHAA1)

Supporting information

External links

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

Dimension: HWB2 Assessment and care planning

Unit 381　　Test for substance use (SFHAE1)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	For this standard you need to test individuals to see if they have been using substances, such as alcohol and controlled drugs. This includes preparing to test for substance use, taking samples for testing, communicating and recording the results of testing. Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1　accurately identify those individuals to be tested for substance misuse

P2　schedule tests in accordance with requirements

P3　confirm that the environment in which the tests are to be carried out, and the procedures to be used comply with health, safety and security policies

P4　make arrangements for tests to be witnessed, where required

P5　confirm that those involved in carrying out tests are competent and fully understand their roles and the procedures to be followed

P6　confirm the availability of all necessary equipment for testing.

P7　confirm that individuals being tested understand the purpose of the tests, their rights, and any consequences of not submitting to the testing procedures

P8　obtain any necessary consent for testing procedures from individuals, or from their carers or guardians where required

P9　explain clearly and precisely to individuals what they have to do to provide their samples

P10　provide opportunities for individuals to describe their substance use and explain possible false positives before they are tested

P11　take samples according to clinical and organisational policies and procedures

P12　ensure that the samples are authentic and have not been contaminated

P13   promptly refer to relevant people if you suspect that samples are not authentic or have been contaminated

P14   test samples, or refer them for testing, in accordance with clinical and organisational policies and procedures

P15   follow supplier's/manufacturer's instructions for use of equipment, where appropriate

P16   dispose of samples safely, in accordance with clinical and organisational policies and procedures.

P17   communicate the outcomes of the tests to individuals, and their carers or guardians where required, and ensure they understand the consequences

P18   respect individuals' rights and the required standards of confidentiality

P19   keep full and accurate records of tests and make reports in accordance with your organisation's policy and procedures

Knowledge and understanding

You need to know and understand:

K1   the legal requirements relating to testing for substance misuse

K2   health, safety and security policies and how to ensure the testing environment and procedures meets these

K3   whom to refer to if you suspect that samples are not authentic or have been contaminated

K4   the principles and processes of effective communication and how to apply them

K5   the principles and standards of confidentiality and how to apply them

K6   the importance of keeping full and accurate records and how to do so

K7   the purpose of testing and the consequences of non-compliance for individuals

K8   the importance of accurately identifying those individuals to be tested for substance use and how to do so

K9   the competences required of those involved in testing for substance use

K10   clinical and organisational procedures for testing for substance use

K11   when testing needs to be witnessed and how to make appropriate arrangements

K12   the importance of obtaining consent for substance testing, how to do so and when carer and/or guardians need to be involved

K13   the possible causes of false readings in the types of tests carried out

K14   the equipment required for testing for substance use and how to use this in accordance with supplier's/manufacturer's instructions

K15   how to dispose of samples safely

K16   individuals' rights when being tested for substance use

Unit 381   Test for substance use (SFHAE1)
Supporting information

External links

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

Dimension: HWB6 Assessment and treatment planning

Unit 482 Identify the physical health needs of individuals with mental health needs (SFHMH18)

SCQF Level:	8
SCQF Credit value:	9
Sector Skills Council:	Skills for Health
Aim:	This standard covers identifying an individual's physical health needs and their capability, or that of their carer, to address these needs within the limitations and risks of the individual's mental health needs.
	This standard applies to anyone responsible for identifying the physical health needs of individuals with mental health needs and determining appropriate courses of action to promote their physical health.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1 maintain and update your knowledge about physical health and wellbeing as and when required

P2 encourage and support individuals and significant others to contribute to the identification of the individual's physical health needs

P3 obtain appropriate and necessary background information about the individual's physical health needs

P4 work with individuals and significant others to identify the individual's physical health needs and their particular requirements

P5 ensure your assessment of the individual's physical health needs provides a balanced picture, taking full and appropriate account of:

P5.1 their mental health needs

P5.2 their ability to undertake their own health care

P5.3 the capability of significant others to meet the individual's health care needs

P5.4 any risk to the individual, their carer, family, community or care practitioners

P6   seek advice and support from an appropriate source when the needs of the individual and the complexity of the case are beyond your role and capability

P7   use information on the individual's physical and mental health needs as a whole to inform subsequent action

P8   explain the agency and legislative requirements for sharing information with others

P9   negotiate agreement with the individual and significant others on the information which will need to be shared, and with whom

P10   maintain complete, accurate and legible records of your assessments in a format which allows other practitioners to use them easily

P11   communicate records of assessments only to those authorised to see them in accordance with organisational, professional and legal requirements for confidentiality of personal information.

P12   communicate with individuals and significant others in a manner that emphasises the two way nature and role of the individual as an informed equal partner in the process

P13   explain the outcomes of the assessment to individuals in an appropriate manner, level and pace

P14   agree the subsequent action to be taken with the individual, based on:

        P14.1   the consent and wishes of the individual

        P14.2   the information gained from the assessment of the individual's physical health needs

        P14.3   input received from different professional roles

        P14.4   an evaluation of the level of risk inherent in each option

        P14.5   the resources available to meet the individual's physical health needs

        P14.6   the priorities of the services involved

P15   if required, agree the need to refer to another practitioner with the individual and give them appropriate support to understand and cooperate with the decision

P16   comply with agreed referral criteria and provide all necessary information when a referral to another practitioner is required

P17   provide appropriate advice and guidance when it is agreed that the individual and/or significant others are capable of undertaking the individual's health care

P18   agree a course of action with the individual and significant others which achieves a balance between the interests of the individual, any inherent risks and the legal duty of care

P19   maintain accurate, legible and complete records of agreements reached with individuals and the resulting action to be taken

P20   communicate agreements and decisions about meeting the physical health needs of individuals with all those involved in implementing or monitoring the required actions, ensuring consistency with legal and organisational policies on confidentiality

Knowledge and understanding

You need to know and understand:

K1   relevant individual and mental health specific legislation and how this should inform and guide the assessment of need (such as The Mental Health Act, The Children Act etc.)

K2   the principles of needs-led assessment and person-centred planning

K3   how an individual's physical and mental health needs may be linked and impact on one another and why it is important to be aware of this (e.g. chest infection in an older person could present as acute anxiety)

K4   how routine ageing processes can influence physical health and the impact this can have on mental health needs

K5   the importance of acknowledging your own values and assumptions when carrying out an assessment, and strategies for dealing with these

K6   why the individual's views of their own needs should be listened to and due weight given to individual preferences and choices

K7   your legal and organisational status and your powers and responsibilities in relation to decision-making and resource-holding

K8   how the legislative framework affects agency policy, assessment strategies used and information gathered

K9   the Data Protection Act and its implications for the recording and storing of information

K10   the importance of recognising and valuing difference and diversity

K11   why it is important to record situations in which preferred options are not feasible due to agency policy or resource constraints

K12   the policy and procedures to follow in situations where informed consent cannot be obtained

K13   the background information which is necessary for the assessment to proceed effectively

K14   how to integrate and synthesise all of the information about an individual's physical and mental health needs so that they can be considered as a whole and what to do with pieces of information which seem inconsistent with the rest

K15   how to determine the subsequent actions which may be necessary depending on the outcomes from the assessment of individuals' physical health needs

K16   how to structure assessment records so that they contain all of the necessary information and are suitable for others to use

K17   who has the right of access to information held on records

K18   the risks which there may be in various courses of action for the individual and how to assess these realistically

K19   how to balance risks, assess individuals' needs, resource availability and service priorities

K20 the purpose of agreeing with individuals if a referral to another practitioner is required and how to provide them with sufficient and relevant information for them to give their informed consent

K21 the purpose of recording agreements reached with individuals and how to do this effectively

K22 methods of communicating assessment information to others balancing the duty of confidentiality, any agreements made with the individual, risks and duty of care

K23 the resources which are available to meet the individual's needs within your own and other services, including specific provision catering for older people.

K24 the priorities of the services for different groups and how these affect the services you are able to provide or refer to

K25 how to determine whether the individual's needs should be met even if resourcing of the service makes this difficult and what to do in these situations

K26 the arrangements which may need to be put into place for further assessment or interventions and the capacity of the service to provide these

K27 the roles, structures and functions of the different agencies to whom referrals maybe made

K28 how to determine whether a referral is appropriate to services provided by the agency concerned

K29 the rights of practitioners to refuse referrals and the reasons why this might be done (e.g. contract requirements, the assessment may put the individual at risk or not be for their benefit, insufficient resources)

K30 the quality, quantity and type of information which needs to be provided when making referrals and any differences that arise as a consequence of the information systems used by an agency

K31 how the nature of the relationship between the significant other(s) and the individual may alter the extent to which you ask them to be involved, or the individual would wish for them to be involved

K32 how to interpret signs from the individual as to their wishes, although they may not make these explicit

K33 how to encourage individuals and their significant others to assess their own needs and the reasons for doing this

K34 methods of explaining clearly to individuals and their significant others the outcomes of the assessment

K35 the different fears and concerns which individuals and their significant others will have about the assessment and its outcomes and how to recognise and respect these whilst at the same time being open and honest with those concerned

K36 how to encourage significant others to support the individual

K37 how to interpret the information provided by individuals and their significant others and feed this into the assessment process

| Unit 482 | Identify the physical health needs of individuals with mental health needs (SFHMH18) |

Supporting information

Links to other NOS

This National Occupational Standard also appears as HSC364 in the Health and Social Care National Occupational Standards (2004)

External links

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

Dimension: HWB2 Assessment and Care Planning to Meet Health and Wellbeing

Unit 383　Raise awareness about substances, their use and effects (SFHAD1)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	For this standard you will need to raise awareness about substances (drugs and alcohol), the use of substances and the effects of substances. The awareness raising may be with children and young people, or with other people who need to know about substances e.g. because they use substances themselves, have friends or family who use or may use substances, or work on a formal or informal basis with individuals who use substances. Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1 　enable individuals to talk about and identify:

　　P1.1　what they know and understand about substances

　　P1.2　the methods by which people take substances

　　P1.3　the effects of different substances on people's lives

　　P1.4　the reasons for people taking substances

　　P1.5　who takes different types of substances

　　P1.6　whether there is a difference between the use of different substances and why this is the case

　　P1.7　the different classifications of drugs under the legislative framework

　　P1.8　attitudes to substance use and misuse

P2 　ask individuals appropriate and searching questions about:

　　P2.1　the substances they have not mentioned

　　P2.2　their reasons for believing some substances are preferable to others

　　P2.3　what they mean when they use street terms for different substances, paraphernalia and modes of use

P2.4 the source of their information and the accuracy of their sources

P3 enable individuals to explore:

P3.1 their feelings about substance use

P3.2 their feelings and values about people who use substances

P3.3 their feelings about why people use different substances

P4 reflect individuals' views about substance use back to them to confirm that they have been understood and interpreted correctly

P5 challenge individuals who discriminate against substance users

P6 explore with individuals the strong feelings they have in relation to particular issues and the reasons for these feelings

P7 acknowledge the experience and feelings of individuals who have suffered from others' use of substances

P8 interact with individuals throughout the process in a manner that:

P8.1 is appropriate to the individuals' background, culture, circumstances and needs

P8.2 encourages an open exchange of views

P8.3 minimises any constraints to communication

P8.4 is free from discrimination and oppression

P8.5 is non-judgemental

P8.6 enables individuals to make their own contribution

P9 identify:

P9.1 the gaps in individuals' knowledge and understanding about substances, their use and effects

P9.2 the values and beliefs of individuals that need to be challenged in their own interests and those of others

P9.3 the learning styles that are most likely to help different individuals learn about substances and their use

P9.4 the approaches that would enable different individuals learn about substances, their use and effects

P10 enable individuals to learn about:

P10.1 the different types of substances, their street names and how these change over time and in different places

P10.2 the methods of using substances

P10.3 the reasons people use substances

P10.4 the effects that substances have on peoples' lives

P10.5 the risks associated with multiple substance use

P10.6 the range of services to address needs and issues related to substance use

P11 provide learning opportunities:

P11.1 at the time others need them

P11.2 in a manner sensitive to their needs and confidence

P12 make sure that the content of the learning is accurate and based on up to-date

P13 remain open to the range of issues that individuals may wish to explore in relation to substance use and do not turn away from such issues

P14   encourage others to contact you and other relevant sources of support when they need to

Knowledge and understanding

You need to know and understand:

K1   legal and organisational requirements and policies requirements relevant to the functions being carried out

K2   the legislation (national and European) which relates to the work being undertaken (e.g. Misuse of Drugs Act, Medicines Act, Child Protection Act, Customs and Excise Act, Road Traffic Act, Crime and Disorder Act)

K3   government policy in relation to substance use: prevention and education; treatment, counselling, support and rehabilitation

K4   key organisations that are designed to deliver the government's strategy on drugs and alcohol on the ground (ie Drug Action Teams in England and Scotland, Drug Co-ordination Teams in Northern Ireland, Drug and Alcohol Action Teams in Wales)

K5   the differing responses which governments make to legal and illegal drugs, the reasons for this and the effect of this on treatment availability for different groups

K6   the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made

K7   physical, social, psychological and emotional development of individuals and the ways in which such development can be affected; the nature of adolescence and how it affects behaviour and feelings

K8   the different substances which are available and the effects they have on the body - stimulants, sedatives and hallucinogenics (including prescription and over-the-counter drugs)

K9   street names for substances, how these change over time and in different locations, the need to check out understanding with users re the terminology used

K10   the dangers of substance use: quantity, frequency, purity of the substances, polydrug use

K11   issues of quality in illegal substances; impurities, adulterants and dilutents and their difference; the interest which dealers have in maintaining the quality of the substances they sell

K12   methods of substance use (injecting, eating/drinking, snorting, inhaling, smoking) and the different risks associated with the different methods (blood borne diseases, physical harm to different parts of the body, reduced inhibitions/disorientation, death)

K13   the inter-relationship between the background of individuals and the effect of substances on them: experience and expectations, mental and psychological state (including dual diagnosis), physical health problems (including related diseases), energy levels at the time of consumption, body weight

K14   the reasons why individuals use substances: enjoyment, environment, curiosity, defence mechanism, rebellion, promotion and availability, cost in comparison to other substances

K15   the effect of gender on substance use and the different perceptions that relate to the different genders and their use of substances

K16   the prevalence of substance use, age of use (particularly for children and young people) and relationship to substance type, relationship between (problematic) substance use and economic disadvantage and/or emotional deprivation

K17   the difference between prevalence of substances in different social classes dependent on the legality and nature of the different substances

K18   the relationship between the settings in which substances are used and the link of this to the activities of the individuals using substances: out-of-the-way places and lack of access to assistance when needed, implications of the setting on the use of substances (eg consumption in schools), risks associated with using machinery and equipment, lowering of inhibitions (eg sexual behaviour), over-exertion (eg use of ecstasy in dance clubs)

K19   evidence for the inter-connectedness of different substances over time

K20   methods of preventing/minimising the effect of substances that individuals use

K21   perceptions of non-users of substances on those who use substances (eg families perceptions of their children's use, stereotyping)

K22   the potential effects of substance use on others (eg neglect of children, domestic violence, street violence, theft, absenteeism from work)

K23   the difference between legal and illegal drugs, the reasons for the different classifications under law and the social construction of the law in relation to substance use

K24   the nature of dependence (psychological and physical) on substances

K25   different services that are available to address substance use: preventive, treatment and support

K26   the relationship between crime and antisocial behaviour and substance use: the risk factors that lead to crime and to substance use

K27   the role of the agency and its services and how they relate to other agencies and services in the sector (e.g. when working in schools, substance use awareness raising must comply with any school policies covering substance use education)

K28   how to monitor, analyse and evaluate implications of changes in the agency in which one works

K29   your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

K30   how to apply the principles of equality, diversity and anti-discriminatory practice to your own work

K31   the options you consider in your own work and the reasoning processes to be used

K32   how to evaluate your own competence, determine when further support and expertise is needed and the measures which may be taken to improve your own competence; how to evaluate the effectiveness of your own actions and learn from experience

K33   how to inform and consult with others on problems and proposals and encourage others to offer ideas and challenge

K34   the need to develop your own competence and skills in line with changes in evidence, knowledge and practice

K35   the rights of individuals with whom you come into contact

Unit 383   Raise awareness about substances, their use and effects (SFHAD1)

Supporting information

External links

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

Dimension: HWB1 Promotion of health and wellbeing and prevention of adverse effects to health and wellbeing

Unit 384   Provide first aid to an individual needing emergency assistance (SFHCHS35)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Health
Aim:	This standard covers the provision of first aid to meet the individual's requirements. Users of this standard will need to ensure that practice reflects up to date information and policies.

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   identify and respond appropriately to any risks to your own or others' safety

P3   obtain the individual's valid consent before working with them

P4   perform a systematic and thorough check of the individual's airway, breathing and circulation

P5   form an accurate, full and balanced assessment of the nature and severity of the individual's condition, appropriate to the limits of your competence

P6   prepare the individual, yourself, materials and equipment in a manner appropriate to their needs, condition and the intended first aid

P7   place the individual in a safe position which does not adversely affect their condition

P8   provide first aid in a manner that is consistent with:

     P8.1   legislation

     P8.2   your level of competence

     P8.3   achieving the optimum outcome for the individual

P9   respect the privacy, dignity, wishes and beliefs of individuals when working with them

P10   interact with individuals:

     P10.1 in a calm and reassuring manner

     P10.2   by actively listening and responding to what the individual says, observing his/her behaviour and reactions

P11   support the individual throughout, encouraging them to promote their own health and wellbeing

P12   monitor, identify and respond to any changes in the individual's condition

P13   determine and confirm when death has occurred, within the limits of your own role, accountability and scope of practice, or inform an appropriate other of the need for them to make this confirmation

P14   summon additional and specialist assistance immediately where an individual's needs exceeds your competence, providing support and first aid as required until such assistance arrives

P15   provide accurate and clear information about the individual's health status and needs when transferring them into the care of others

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 providing first aid to an individual needing emergency assistance

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 ethics concerning consent and confidentiality, and the tensions which may exist between an individual's rights and the organisation's responsibility to individuals

K5   the importance of valid consent and how to gain it

K6   the importance of gaining assent from individuals who lack capacity to consent

K7   the basic features of anatomy and physiology as relevant to the provision of non-specialist first aid

K8   the priorities in life support

K9   the importance to the outcome for the individual of clear, accurate and effective communication at the point of handover to others

K10   the pulse sites and rate norms for different types of individual

K11   the different positions into which an individual with particular conditions should be put to achieve the best possible outcome for them including shock, individuals who are unconscious but breathing, severe bleeding, suspected head/spinal injuries

K12   how to manoeuvre an individual safely, quickly and effectively into the appropriate position

K13   the causes of shock and the factors which may indicate an individual is in shock

K14   the clinical signs of:

        K14.1   asphyxia

        K14.2   bleeding/hypovolaemic shock

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K14.3   internal bleeding

K14.4   fracture

K14.5   dislocation

K14.6   sprain

K14.7   strain

K14.8   brain injury

K15   how to recognise the appropriate sterile dressing to be used in relation to particular injuries

K16   the location of pressure points and their use in stopping bleeding

K17   the factors affecting bleeding from different parts of the body

K18   how external bleeding could affect the individual's circulation

K19   how the human body reacts to a wound in order to stop the bleeding and limit further damage

K20   the complications associated with fractures and dislocations and means of detection

K21   the main indicators available to aid in the assessment of:

K21.1   cerebro-vascular incident

K21.2   cardiac condition

K21.3   epileptic fit

K21.4   diabetic emergency

K21.5   infant convulsions

K21.6   chronic obstructive airway disease

K21.7   anaphylactic shock

K22   the limits of first aid and the importance of summoning additional and specialist assistance without undue delay

K23   the procedure involved in checking whether an individual is conscious and breathing

K24   basic ventilation techniques and procedures for the control of hyperventilation

K25   the procedure for conducting a head to toe assessment of the individual including any questions that should be asked of the individual

K26   the importance of prioritising individuals in need of emergency assistance and what methods to use in doing this

K27   the procedures for dealing with foreign bodies in the eye and in wounds

K28   the procedure involved in providing artificial ventilation

K29   the ventilation: compression ratio and rate for different types of individual

K30   the procedure to establish the correct hand/finger placement for external chest compression

K31   the personal safety procedures to be followed when dealing with burns

K32   the procedures for dealing with different categories and types of burn and scald

K33   the policies and procedures to be followed when immobilising injuries

Unit 384   Provide first aid to an individual needing emergency assistance (SFHCHS35)

Supporting information

External links

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

Dimension: HWB6 Assessment and treatment planning

Unit 251 Administer medication to individuals (SFHCHS3)

SCQF Level:	6
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers the administration of medication to individuals and monitoring the effects. This role is complex and will not be the role of all care staff, only those designated to undertake this activity according to their expertise and employers decisions.
	The standard applies to all medication used for and by individuals, both prescribed and non-prescribed. This includes immunisation and vaccination. This standard is intended to be used in a variety of care settings including hospitals, nursing and residential homes, hospices, and community settings including the individual's own home and GP surgeries. This standard does not cover the use and administration of intra-venous medication.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

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 check that all medication administration records or protocols are available, up to date and legible

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 or medication information leaflet accurately, referring any illegible directions to the appropriate member of staff before administering any medication

P5 check and confirm the identity of the individual who is to receive the medication with the individual themselves, and your assistant

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

(if applicable), using a variety of methods, before administering medication

P6   check that the individual has not taken any medication recently and be aware of the appropriate timing of medication

P7   obtain the individuals valid consent and offer information, support and reassurance throughout, in a manner which encourages their co-operation and which is appropriate to their needs and concerns

P8   select, check and prepare correctly the medication according to the medication administration record or medication information leaflet

P9   select the route for the administration of medication, according to the patient's plan of care and the drug to be administered, and prepare the site if necessary

P10   safely administer the medication:

   P10.1   following the written instructions and in line with legislation and local policies

   P10.2   in a way which minimises pain, discomfort and trauma to the individual

   P10.3   report any immediate problems with the administration

P11   check and confirm that the individual actually takes the medication and does not pass medication to others

P12   monitor the individual's condition throughout, recognise any adverse reactions and take the appropriate action without delay

P13   clearly and accurately enter relevant information in the correct records

P14   maintain the security of medication throughout the process and return it to the correct place for storage

P15   monitor and rotate stocks of medication, maintain appropriate storage conditions and report any discrepancies in stocks immediately to the relevant staff

P16   dispose of out of date and part-used medications in accordance with legal and organisational requirements

P17   return medication administration records to the agreed place for storage and maintain the confidentiality of information relating to the individual at all times

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 administering medication to individuals

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

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K5   the importance of applying standard precautions to the administration of medication to individuals and the potential consequences of poor practice

K6   the hazards and complications which may arise during the administration of medications and how you can minimise such risks

K7   the importance of offering effective verbal and non-verbal support and reassurance to individuals, and appropriate ways of doing so, according to their needs

K8   the importance of communicating effectively and how communication differences may be overcome

K9   the factors which may compromise the comfort and dignity of individuals during drug administration - and how the effects can be minimised

K10 the common types of medication and rules for their storage

K11 the effects of common medication relevant to the individuals condition

K12 medications which demand for the measurement of specific clinical measurements and why these are vital to monitor the effects of the medication

K13 the common adverse reactions to medication, how each can be recognised and the appropriate action(s) required

K14 the common side effects of the medication being used

K15 the different routes of medicine administration

K16 the information which needs to be on the label of medication, both prescribed and non-prescribed, and the significance of the information

K17 the various aids to help individuals take their medication

K18 the types, purpose and function of materials and equipment needed for the administration of medication via the different routes

K19 the factors which affect the choice of materials and equipment for the administration of medication to individuals

K20 how to read prescriptions/medication administration charts to identify:

K20.1   the medication required

K20.2   the dose required

K20.3   the route for administration

K20.4   the time and frequency for administration

K21 how to prepare the medication for administration using a non-touch technique

K22 how you would check that the individual had taken their medication

K23 how you dispose of different medications

K24 the importance of correctly recording your activities as required

K25 the importance of keeping accurate and up to date records

K26 the importance of immediately reporting any issues, which are outside your own sphere of competence without delay to the relevant member of staff

Unit 251   Administer medication to individuals (SFHCHS3)

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 386 Encourage and support individuals undergoing dialysis therapy (SFHCHS27)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers encouraging and supporting individuals undergoing dialysis therapy, both haemodialysis and Continuous Ambulatory Peritoneal Dialysis (CAPD), to optimise their own health and enabling them, and their carers, to carry out dialysis procedures.
	The standard also covers supporting individuals undergoing dialysis, and their carers, to adjust to changes brought about by the individuals condition and treatment. It is recognised within this standard that support and advice will always be given as part of an overall plan of care determined by professionals, such as doctors, nurses, dieticians and social workers, within the care team.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   apply standard precautions for infection prevention and control and other relevant health and safety measures

P2   check the individual's identity and confirm the planned activity

P3   give the individual relevant information, support and reassurance in a manner which is sensitive to their needs and concerns

P4   gain valid consent to carry out the planned activity

P5   ensure that all information and advice given is:

   P5.1   within your own sphere of competence

   P5.2   consistent and supports and adheres to the individual's plan of care

   P5.3   appropriate to the needs and concerns of the individual and their carer and is likely to enhance their understanding

P6 establish with the individual and their carer how much assistance they require and encourage them to take an active role in treatment activities and decisions

P7 give full and accurate information and appropriate encouragement and support to the individual to enable them to be as self-managing as possible in:

P7.1 taking their medication as prescribed by the professional

P7.2 caring for the dialysis access site and how to recognise and report any changes

P7.3 preparing the necessary resources and skin area and to clean their hands effectively prior to connecting dialysis equipment

P7.4 carrying out the activity using the correct technique at appropriate times according to the plan of care

P7.5 disposing of waste materials in an appropriate safe manner and place and to understand the reasons for doing so

P8 reinforce any information and advice given by the professional relating to:

P8.1 diet and activity

P8.2 potential health problems which may arise because of the individual's condition and therapy

P9 enable the individual and/or their carer to recognise progress and problems with the activity and either cease the activity or seek advice where necessary

P10 seek advice immediately from the appropriate professional if there are any indications which may signify the activity is no longer appropriate or there are adverse reactions

P11 give full and accurate details of how to seek help in case of difficulties with dialysis to the individual and/or their carer in an appropriate manner, level and pace

P12 encourage and support the individual and their carer to seek further information or clarification on any points of which they are unsure

P13 positively encourage the individual and their carer to express their feelings, wishes, needs and concerns regarding the individuals condition, treatment and related changes

P14 give information on ways of adjusting to or coping with changes which are appropriate to the individuals personal beliefs, preferences and circumstances

P15 explore options for adjusting to and/or coping with changes with the individual and/ or their carer in a manner which recognises and respects their personal needs, beliefs and preferences and in line with your role

P16 answer any questions from the individual and/or their carer clearly and accurately and in an appropriate manner that are within your own sphere of competence and refer any questions which are outside your remit to an appropriate member of the care team

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 encouraging and supporting individuals undergoing dialysis therapy

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 applying standard precautions to the encouragement and support of individuals undergoing dialysis therapy and the potential consequences of poor practice

K5   the importance of working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence

K6   the extent of the action you may take, including the information you may give to an individual and their carers

K7   the importance of supporting and reinforcing information given in the plan of care

K8   the importance of giving advice and information in a manner, level and pace which is appropriate for the individual and their carer

K9   the importance of individuals and their carers being actively involved in their treatment and decisions relating to their care

K10   the importance of providing responses, information and support which are appropriate to individual's needs, concerns and personal beliefs, preferences and circumstances

K11   what aspects of dialysis access site care can be undertaken by the individual themselves, and how this relates to individualised plans of care

K12   the knowledge and information which is needed by individuals in relation to caring for their own dialysis access site, including the restrictions and requirements of their particular type of access site

K13   which types of medication are commonly taken by individuals undergoing renal dialysis and why it is important that they are taken as prescribed

K14   the common health problems and their signs and symptoms which individuals undergoing renal dialysis may experience, relating both to their condition and to the therapy they are receiving,

K15   what individuals need to do if health problems occur

K16   the importance of keeping accurate and up to date records

K17   the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

Unit 386 Encourage and support individuals undergoing dialysis therapy (SFHCHS27)

Supporting information

External links

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

Dimension: HWB7 Interventions and treatments

Unit 387   Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation (SFHCHS8)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers the insertion of urethral catheters, including re-catheterisation, following agreed protocols and procedures. It also covers regular monitoring and care of the urethral catheter after insertion.
	It does not include suprapubic catheterisation.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   apply standard precautions for infection control and take other appropriate health and safety measures

P2   comply with the correct protocols and procedures relating to urinary catheterisation

P3   insert the catheter safely and correctly, according to manufacturer's instructions and with minimal trauma to the individual

P4   secure the catheter after insertion according to instructions and adjust it correctly

P5   attach the catheter correctly to the appropriate drainage system, confirm it is functioning correctly and measure and record the amount of urine collected immediately after insertion

P6   make the individual as comfortable as possible following the procedure

P7   monitor the individual's condition, promptly recognise any adverse effects and take the appropriate action

P8   seek assistance promptly from an appropriate person should it be required

P9 record clearly, accurately, and correctly any relevant information in the necessary records

P10 check that all catheterisation equipment and materials are functioning correctly and take appropriate action to remedy any problems

P11 maintain cleanliness of the catheter and surrounding area through regular hygiene care

P12 empty drainage bags and measure and record urinary output whenever necessary and as instructed by the professional involved

P13 educate the individual as far as possible on the care of the catheter and attachments

Knowledge and understanding

You need to know and understand:

K1 the current European and national legislation, national guidelines and local policies and protocols which affect your work practice in relation to carrying out urethral catheterisation

K2 your responsibilities and accountability in relation to the current European and national legislation and local policies and protocols

K3 the importance of working within your own sphere of competence when and seeking advice when faced with situations outside your sphere of competence

K4 the importance of applying standard precautions and the potential consequences of poor practice

K5 the conditions and constraints which might denote who undertakes this procedure and why

K6 the anatomy of the male and/or female genito-urinary system

K7 the physiology of the genito-urinary system

K8 adapting communication to meet individual's needs

K9 the effects of catheterisation on the individual's comfort and dignity, and ways of minimising any adverse effects

K10 the ethical issues surrounding catheterisation, as applied to males and females

K11 the need for chaperones, individual awareness and consent

K12 potential adverse effects and appropriate actions

K13 the importance of offering effective verbal and non-verbal support and reassurance to patients when you perform urethral catheterisation

K14 the effective methods of providing verbal and non-verbal support and reassurance to patients

K15 the types of catheters that can be used and why you should select the appropriate catheter

K16 the local anaesthetic agents available

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 387   Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation (SFHCHS8)

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 388 Support individuals who are substance users (SFHAB2)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Health
Aim:	For this standard you need to support individuals who are substance users by enabling them to adopt safe practices, providing care and support following an episode of substance use and supporting individuals' efforts to reduce or cease substance use. Substances would include alcohol, opiates, hallucinogenics, amphetamines, cannabis, prescribed medication, solvents and other volatile substances; their use may be experimental, recreational or dependent.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1 ensure your communication with individuals about substance use and its associated risks is at a time and in a manner likely to maximise the likelihood of the individual understanding it

P2 explain the risks to individuals from the substances taken and the methods used in a manner, and at a level and pace appropriate to them

P3 offer individuals guidance, support and advice on ways in which methods of substance use and activities affected by it can be practised more safely

P4 support individuals who wish to use supplies of safe drugs, equipment and other materials to do so in a manner which is appropriate and consistent with their right of choice

P5 support and encourage individuals to dispose of hazardous materials and equipment in a safe manner and place immediately after use

P6 encourage and support individuals to discuss their circumstances and history of substance use and this information is used to plan and provide appropriate support and assistance

P7	give support and assistance to contact people who can help where individuals ask for further information and advice which is beyond your role
P8	ensure your actions to support individuals who have used substances are consistent with your agreed role and agency policies and procedures
P9	make individuals aware that you are available and willing to help
P10	ensure your interaction with individuals is in a manner which recognises each individual's needs and rights
P11	ensure your actions to support individuals are appropriate to the substance used, the effect which the substance has had and the condition of the individual
P12	encourage individuals to describe any pain or discomfort which they are experiencing
P13	move and handle individuals with the minimum of discomfort and only where it is necessary for their safety
P14	request further support and assistance needed to help the individual without delay
P15	make the environment as safe as possible and remove all dangerous substances and materials
P16	support and enable individuals to meet their needs and requirements after the effects of the substance have worn off
P17	clearly and accurately report information about episodes of substance use to an appropriate person and record it in the required format
P18	encourage individuals who have made a commitment to reduce substance use to review their reasons for doing so
P19	identify and explore the effects of the individual's choice on their daily life and any difficulties which they might have in a supportive manner
P20	identify accurately and discuss in detail strategies and methods for alleviating difficulties encountered by the individual
P21	communicate with individuals in a manner, and at a level and pace, appropriate to them
P22	offer support to individuals in a manner which respects their individual rights and choice, and is appropriate to their needs and is realistic within the limits of the resources available
P23	give appropriate support and assistance to contact people who can help individuals who ask for advice and support which is beyond your role
P24	assist individuals to review their progress in reducing substance use, realistically assess their achievements and identify opportunities for improvement
P25	accurately and fully record the results of discussions on progress and any proposals for changes and pass these promptly to an appropriate person
P26	acknowledge and manage your own feelings about the individual's progress or lack of this in such a way as to minimise their impact on the support provided

Knowledge and understanding

You need to know and understand:

K1   substance use which is legal and illegal (including the illegal use of prescribed drugs), agency policy and how this affects the role of the worker (e.g. if individual is using illegal drugs - the ways of dealing with this)

K2   legislation relating to the supply and use of substances, and to particular individual groups (e.g. Children Act) and how these affect your role and responsibilities

K3   legislation and agency policies and guidelines on the storage and use of substances (including Health and Safety at Work Act) and your role in relation to these

K4   resources within and outside the agency to assist the substance user to control or minimise the risks of the use (such as a supply of new syringes, accommodation, rehabilitation centres)

K5   the different specialist advice/therapy agencies and national/local support networks involved in supporting substance users

K6   resources within and outside the agency available to assist the substance user to cease or reduce use, including the different specialist advice/therapy agencies and national/local support networks involved in supporting substance users

K7   your role and responsibilities in relation to the individual and how these should affect any relationship between you and the individual

K8   the different forms of substance which individuals might use, how they are used (e.g. drinking, injecting, sniffing, smoking) and their likely effects

K9   the ways in which individuals may combine substances and the different effects which might arise from this

K10   the risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks such as HIV, Hepatitis B and C)

K11   different forms of cleanliness (from social cleanliness to sterilisation) and the links between forms of cleanliness and harm reduction strategies (such as the re-use of needles)

K12   the range of activities that may be affected by substance use and harm-reduction strategies that can be adopted in relation to these

K13   harm reduction strategies, how and why these may differ from individual to individual

K14   the range of safer sex practices and how individuals can be encouraged to use these

K15   hazardous materials and equipment, nature of the hazard that they create and safe methods for disposing of them (and the available options given the facilities that the individual has access to)

K16   the indicators of substance use the different forms of substance which individuals might use and their likely effects (in order to be able to recognise the abnormal and potential health emergencies)

K17   the risks involved with substance use both in the short and the long term (such as overdose, dependence, associated health risks)

K18	the indicators of pain, discomfort and that the effects of the substance are posing a significant threat to a individual's well-being (such as alcohol poisoning, overdose) and the action that should be taken in relation to each
K19	the range of after-effects of substance use and what the needs of the individual may be following substance use
K20	how views of substance use may differ
K21	your role in the environment and the boundaries and limits of that role
K22	the impact which your feelings may have on the support which can be effectively offered to the individual
K23	factors that influence individuals to use substances and how these may be inter-related or combine
K24	reasons why individuals decide to reduce or cease substance use
K25	the range of potential effects of reducing or ceasing substance use upon relationships, life-style, recreation and leisure activities, physical and emotional health
K26	the type of difficulties that are likely to arise in attempting to cease or reduce substance use and strategies and methods for alleviating them
K27	the effects which your own beliefs and feelings about substance use may have on your behaviour and why it is important to work with individuals in a supporting and non-judgmental manner, even when your own beliefs conflict with the individual's actions
K28	methods of moving and handling individuals which are likely to be the safest for you and the individual and why individuals should be moved only when necessary
K29	emergency aid for situations where the substance causes a health emergency
K30	methods of supporting individuals at times when they have used substances
K31	how to assist individuals to make realistic assessments of their progress and how you can offer views in a supportive manner
K32	ways of supporting individuals who are seeking to reduce or cease substance use
K33	the importance of acknowledging and dealing with your own feelings in relation to the substance use concerned
K34	why the language used should be consistent with the individual's own form of expression (for example, not clinical) and strategies that can be used to maximise the possibility of information being heard and understood
K35	why the individual should be supported to talk through their circumstances and history of substance use
K36	why the individual should be supported to contact others for further advice and assistance and the forms which such support and assistance might take
K37	methods of making one's presence and availability obvious to the individual without attracting aggressiveness etc
K38	why the individual should be supported to describe any pain or discomfort which they are experiencing

K39 the importance of assisting individuals to meet their own needs and requirements after the effects of the substance have worn off and ways of doing this

K40 why information should be reported and recorded

K41 why it is important to review with individuals their reasons for deciding to reduce or cease substance use and the motivational effects of this

K42 the importance of acknowledging individual's rights in making decisions regarding their use of substances

K43 individuals' rights in making decisions regarding their health, including their right to ignore advice

Unit 388   Support individuals who are substance users (SFHAB2)

Supporting information

External links

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

Dimension: HWB4 Enablement to address health and wellbeing needs

Unit 389　Supply and exchange injecting equipment for individuals (SFHAH3)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers establishing the extent and type of individuals' injecting behaviour, providing harm minimisation advice, providing injecting equipment and exchanging used injecting equipment. You also need to maintain records of the supply and exchange of injecting equipment in order that the service can be monitored and evaluated. Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1　establish whether the individual is injecting and the frequency of injecting

P2　establish whether a needle exchange service can be provided for the individual in line with local policy (e.g. for children and young people a needle exchange service may be inappropriate)

P3　conduct a health assessment with the individual

P4　provide advice on safe or safer injecting techniques and sites

P5　provide relevant and timely advice on harm minimisation, primary health and safer sex

P6　provide advice and resources for safe storage and disposal of injecting equipment

P7　refer individuals to other services according to identified need

P8　liaise with providers of other services in line with policies and protocol

P9　maintain records of the needle exchange service.

P10　check that adequate stocks of injecting equipment are maintained

P11　check that injecting equipment is stored safely and securely

P12　dispense injecting equipment to individuals in line with the assessment of their needs

P13   demonstrate safe handling of dispensed injecting equipment

P14   carry out the exchange process discreetly and give out injecting equipment in a dispensing bag to maintain confidentiality

P15   do not handle returned injecting equipment, but direct individuals to place returned injecting equipment in the sharps bins themselves

P16   check that sharps bins are correctly assembled and never over-filled

P17   adhere to your organisations' needle exchange policies and procedures

P18   deal with any spillages and discarded needles and syringes using the appropriate materials

P19   maintain records of injecting equipment supply and exchange in line with organisational procedures

P20   maintain confidentiality in all matters relating to individuals using the exchange scheme

Knowledge and understanding

You need to know and understand:

K1   legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them

K2   policy guidelines and legislation for needle exchange with under-16s

K3   policy guidelines for working with individuals with learning difficulties

K4   health and safety legislation relevant to transportation and storage of used injecting equipment

K5   legal obligations and organisational policies regarding client confidentiality

K6   legal obligations and local policies regarding service provision for children and young people

K7   organisational policies and procedures for supply and exchange of injecting equipment

K8   potential benefits of brief interventions (e.g. referring individuals to other services)

K9   complaints and appeals procedures which individuals can utilise

K10   the range of substance misuse services offered by your organisation and other organisations

K11   the importance of keeping full and accurate records, and how to do so

K12   the range of behaviours that can be expected from substance users, and how to deal with these

K13   how to recognise and deal with immediate risk of danger to individuals who have used substances

K14   harm reduction techniques when using injecting equipment

K15   the health risks associated with returned needles

K16   how to dispose of needles safely

K17   potential blood borne viruses including HIV, Hepatitis B and C

K18   how to provide safe sex advice

K19   what to do in the event of a needle stick injury occurring

K20   what constitutes adequate stocks of injecting equipment

K21   how to provide a service with due regard for personal health and safety

K22   the rights of individuals to equal access to substance misuse services

Unit 389   Supply and exchange injecting equipment for individuals (SFHAH3)

Supporting information

External links

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

Dimension: HWB4 Enablement to address health and wellbeing needs

Unit 390 Support individuals through detoxification programmes (SFHAH7)

SCQF Level:	7
SCQF Credit value:	10
Sector Skills Council:	Skills for Health
Aim:	For this standard you need to work with individuals to achieve stabilisation and/or withdrawal from substance use through a planned programme of treatment and care. Detoxification programmes involve a range of interventions to address individuals' physical, psychological, emotional, social and legal problems and in many cases include the prescribing of substitute medication.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   confirm the eligibility of the individual for admission to the detoxification programme in line with locally agreed criteria

P2   arrange for individuals to undertake a comprehensive assessment to evaluate their substance misuse problems and potential risks to the individual and others

P3   arrange the start of the detoxification programme with the level of urgency appropriate to the individual's needs and circumstances

P4   provide the individual with advice and information about the detoxification programme prior to commencement

P5   assess whether the individual's carers or significant others have a role to play in the detoxification programme and if so, include them in the planning and induction

P6   agree a contract of care outlining behaviours which are unacceptable during the detoxification programme and your organisation's commitment to provision of non-discriminatory and supportive service in line with your organisation's policies and procedures

P7   support the individual to maintain realistic expectations of the detoxification programme.

P8   formulate a treatment and care plan with the individual, involving relevant members of other service teams

P9   when appropriate, refer the individual to a prescribing service for prescribing of substitute medication

P10   maintain accurate and complete records of referrals to other services in line with locally agreed protocols

P11   arrange for provision of appropriate services according to the individuals identified needs

P12   provide harm minimisation advice appropriate to the individuals' needs

P13   offer the individual tests for HIV and hepatitis B and C

P14   regularly review the treatment and care plan with the individual and others involved in service delivery

P15   screen the individual for substance use to monitor compliance according to your organisations protocols

P16   review expectations and plans with individuals who are not yet able complete the detoxification programme

P17   arrange a discharge planning meeting with attendance by other service provider team members in order to formalise an ongoing care plan

P18   ensure individuals who have achieved abstinence are referred to sources of further appropriate support

P19   maintain active co-ordination between detoxification services and subsequent rehabilitative care

P20   encourage individuals who have achieved abstinence to be assessed for suitable rehabilitation

P21   complete case closure documentation promptly and accurately for individuals who have achieved abstinence or left the programme

Knowledge and understanding

You need to know and understand:

K1   how to pass information obtained during assessment or treatment to another agency in line with local protocols

K2   how to prioritise requests for assessment according to their priority in line with your organisations criteria

K3   how to involve individuals in the assessment of their needs

K4   how to assess an individual's motivation and readiness to engage in a treatment programme

K5   how to review assessments at appropriate intervals once an individual has commenced a programme of care

K6   the importance of keeping full and accurate records, and how to do so

K7   the principle of confidentiality: what information may be given to whom

K8   locally agreed criteria for admission of individuals to a detoxification programme

K9   how to arrange for completion of comprehensive substance misuse and risk assessments

K10   how to establish the appropriate level of urgency for admission to a detoxification programme

K11   advice and information required by individuals prior to a detoxification programme

K12   how to agree a contract of care, outlining the responsibilities of your organisation and the responsibilities of the individual during the detoxification programme

K13   how to involve significant others and carers in an individuals detoxification programme

K14   how to manage individuals' expectations of a detoxification programme

K15   how to formulate a treatment and care plan for an individual

K16   how to involve members of other service teams in planning and reviewing an individual's care plan

K17   how to actively involve an individual in formulating and reviewing a care plan

K18   harm minimisation good practice including overdose prevention, safer injecting, contraception and safer sex

K19   how to arrange for an individual to be tested for substance use, HIV and hepatitis

K20   how to review expectations and plans with individuals who are not yet able to complete the detoxification programme

K21   the available detoxification options, including substitute medications and regimes

K22   locally agreed criteria for selecting specific detoxification options

K23   the evidence base for detoxification programmes and realistic expectations of outcomes

K24   how to deal with challenging, abusive, aggressive or chaotic behaviour

K25   how to assess the risk to individuals and to others from their substance misuse and/or co-existent problems

K26   the importance of regularly reviewing risk assessments

K27   the signs and implications of a range of substance misuse related problems including drug use, alcohol use, psychological problems, physical problems, social problems and legal problems

K28   ways of keeping your knowledge about substances and indications of substance misuse up to date

K29   how to understand the jargon used by substance misusers in your locality

Unit 390   Support individuals through detoxification programmes (SFHAH7)

Supporting information

External links

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

Dimension: HWB7 Interventions and treatments

Unit 391   Provide services to those affected by someone else's substance use (SFHAB7)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Health
Aim:	For this standard you need to provide services to those affected by someone else's substance use. This includes enabling those affected by someone else's substance use to explore and select options, supporting those affected by someone else's substance use to put selected options into practice and empowering those affected by someone else's substance use to review the effectiveness of selected options. Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   respect the individual's right to confidentiality

P2   set up the appropriate environment to make the individual as comfortable as possible

P3   encourage the individual to identify issues concerning them

P4   encourage the individual to explore the range of options open to them

P5   provide up to date information on the range of options

P6   encourage the individual to explore the advantages and disadvantages of the range of options

P7   encourage the individual to consider the implications of selecting an option

P8   encourage the individual to select an option and develop an action plan

P9   inform the individual of forms of support available to them

P10   manage your own feelings aroused by the selected option in a way which supports the right to such feelings whilst minimising any undue effects on the

P11   assist the individual in accessing the selected option, if required

P12   maintain contact with the individual which offers an optimum level of support without infringing on the individual's freedom

P13   review the action plan regularly and encourage and motivate the individual to keep to the action plan

P14   encourage the individual to maintain focus on themselves and their own progress

P15   encourage the individual to seek further help and support, if necessary

P16   respect the individual's right to change their mind about taking the matter any further or selecting a different option

P17   make services available to protect children and young people affected by someone else's substance use, where required

P18   manage your own feelings aroused by the selected option or alternative in a way which supports the right to such feelings whilst minimising any undue effects on the individual

P19   encourage the individual to feedback on progress

P20   encourage the individual to feedback on the effectiveness of support obtained

P21   identify any significant positive changes in the individual

P22   encourage and support the individual to review the action plan

P23   manage your own feelings aroused by the feedback in a way which supports the right to such feelings whilst minimising any undue effects on the individual

P24   keep accurate and complete reports and store your records in a way which maintains the individual's confidentiality

Knowledge and understanding

You need to know and understand:

K1   legal acts and policies relevant to the functions being carried out e.g. Children Act, Mental Health Act

K2   the partner agencies in the local area and their eligibility criteria

K3   how to communicate effectively with a variety of audiences

K4   how to run groups and how group dynamics work

K5   listening skills

K6   counselling skills

K7   how to explain complex material to improve people's understanding, both orally and in writing

K8   motivational techniques and skills

K9   how family dynamics work – cause and effect

K10   the different family structures

K11   the different ways to solve problems in a family environment

K12   how family dynamics work within different cultures and ethnic and minority groups

K13   issues that affect children and young people within families affected by drug and alcohol use

K14   issues that affect children and young people as carers

K15 the protection that children and young people affected by someone else's substance use may require and how to make this protection available

K16 the range of different target populations, their different characteristics and needs

K17 the training and development opportunities available in the local area

K18 support groups – both formal and informal

K19 benefits and financial assistance available

Supporting information

External links

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

Dimension: HWB4 Enablement to address health and wellbeing needs

Unit 492   Work with families, carers and individuals during times of crisis (SFHMH13)

SCQF Level:	8
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers working with individuals and their carers and families in times of crisis to assess the urgency of requests for action, take and review the effectiveness of actions to meet needs and agree risk management strategies.
	The term `carers and families' is used to mean any persons who have an active and on-going informal role in caring for the individual with mental health needs, including those with a familial relationship to the individual. Partners, where they exist, would be considered as family members. Individuals with mental health needs may be adults of working age, children or adolescents or older people.
	This standard applies to those who respond to and work with individuals with mental health needs and their carers and families during times of crisis.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   assess the risk of crisis situations occurring with individuals, families and carers

P2   obtain current, accurate and complete information about the circumstances in which needs have arisen and may arise

P3   work with individuals, carers and families to:

     P3.1   take account of information on the effectiveness of different actions taken in response to the needs arising

     P3.2   identify and evaluate actions that could be taken to avoid or minimise risk to individuals, families, carers and others

P3.3 review the care plan in light of changes in the needs and vulnerabilities of individuals, carers and families

P4 enable individuals, carers and families to contribute actively and openly to the process of identifying and agreeing appropriate risk management strategies

P5 use your assessments to formulate risk management strategies in which you take account of:

P5.1 concerns raised by individuals, families, carers, communities, colleagues and other professionals

P5.2 individuals' right to take risks balanced against the likelihood of harm to themselves and/or others

P5.3 the situation and circumstances associated with the risk

P6 negotiate agreement to the risk management strategies with the individuals, carers, families, service providers, other agencies and practitioners

P7 enable all those who will contribute to the risk management strategies to clarify and confirm their understanding of the strategies and their roles and responsibilities within them

P8 detail and record the agreed risk management strategies and ensure that they are communicated clearly to those who need to receive them

P9 obtain as much accurate information as possible on the nature of, and reasons for, the requests for action

P10 evaluate the information and form a valid judgement as to the seriousness and urgency of the requests for action

P11 follow the guidelines of the service provider in making an assessment as to the urgency of requests for action

P12 obtain accurate, relevant, reliable and current information on the strengths, vulnerabilities, needs and circumstances of the individual, carers and family

P13 identify any conflicts of interest arising from the requests for action in relation to the needs of the individual with mental health needs and their carers/families

P14 record and justify your assessment of the urgency of requests for action and make it available to those who need to receive it

P15 work with families, carers and individuals to assess the situation, including risks to individuals, carers, families and others, and identify the actions required to meet immediate needs

P16 enable individuals, carers and families to participate in the decision making process as actively as time and circumstances permit

P17 offer views and suggestions in a way which is non-threatening to individuals, carers and families and which is sensitive to your own power and authority

P18 build on the preferences of individuals, carers and families when working with them to agree actions

P19 ensure compliance with legislative requirements and the policy, practices and procedures of your organisation

P20 clearly specify the actions to be taken and who will undertake them

P21   negotiate agreement on the information which will need to be shared, and with whom, in accordance with agency and legislative requirements

P22   ensure that the details of the actions to be taken are communicated clearly to all those who need to know them

P23   ensure that the agreed actions are implemented as promptly as possible in accordance with the assessed urgency of the need

P24   keep accurate, complete and up to date records of the actions agreed and implemented

P25   review the outcomes of actions taken to address immediate needs at the earliest possible opportunity

P26   ensure that all parties are aware of and have the opportunity to contribute to the review process

P27   enable individuals, carers and families to express their views on the effectiveness of the actions taken in a frank, honest and constructive manner

P28   ensure that the review process is conducted in an environment that facilitates active participation by individuals, carers and families

P29   clearly summarise the outcomes of the review and enable all those who have contributed to it to comment on the summary

P30   keep an accurate, complete and up to date record of the review and decisions taken and ensure that it is stored securely

P31   use the results of the review to inform the service provided to the individual, family and carers and to inform future actions taken in response to crisis situation

P32   ensure that the results of the review are communicated clearly to all those who need to receive them

Knowledge and understanding

You need to know and understand:

K1   relevant legislation and how this should inform the actions taken in response to urgent requests for action and any risk management strategies

K2   how the legislative framework affects service provider policy

K3   relevant legislation and its implications for the recording, storing and sharing of information

K4   the types of support available to individuals, carers and families in the event of a crisis

K5   the relevant methods and models of intervention that may be appropriate

K6   what the purpose and priorities are of the service provider and how these influence the kinds of support offered

K7   the range of factors that need to be taken into account when determining the urgency of a request for action and how best to respond to it, including economic and social factors, any illnesses which the individual may have, risk assessment, and restrictions which may apply under legislation

K8   the details which need to be specified in risk assessments and risk management strategies

K9 different methods of enabling carers and families to participate in the agreement and review of actions taken in times of crisis and in the development of risk management strategies

K10 the importance of ensuring that individuals, carers and families are actively involved in the process of agreeing and reviewing actions taken and in developing risk management strategies

K11 how to communicate clearly and effectively

K12 how to make a valid assessment of the urgency of a request for action

K13 how to facilitate individual, carer and family participation

K14 how to conduct valid, reliable and comprehensive reviews

K15 how to write reports, including statutory documentation

K16 the agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties, and the specific circumstances under which disclosure may be made

Unit 492   Work with families, carers and individuals during times of crisis (SFHMH13)

Supporting information

External links

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

Dimension: HWB3 Protection of health and wellbeing

Unit 393   Obtain venous blood samples (SFHCHS132)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers the use of venepuncture/phlebotomy techniques and procedures to obtain venous blood samples from individuals for investigations.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   apply standard precautions for infection prevention and control 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:

  P4.1   an appropriate site

  P4.2   appropriate equipment for obtaining the venous blood

P5   apply, use and release a tourniquet at appropriate stages of the procedure

P6   gain venous access using the selected blood collection system, in a manner which will cause minimum discomfort to the individual

P7   obtain the blood from the selected site:

  P7.1   in the correct container according to investigation required

  P7.2   in the correct volume

  P7.3   in the correct order when taking multiple samples

P8   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

P9   mix the blood and anti-coagulant thoroughly when anti-coagulated blood is needed

P10   promptly identify any indication that the individual may be suffering any adverse reaction/event to the procedure and act accordingly

P11	remove blood collection equipment and stop blood flow with sufficient pressure at the correct point and for the sufficient length of time to ensure bleeding has stopped
P12	apply a suitable dressing to the puncture site according to guidelines and/or protocols, and advise the individual about how to care for the site
P13	label blood samples clearly, accurately and legibly, using computer prepared labels where appropriate
P14	place samples in the appropriate packaging and ensure the correct request forms are attached
P15	place samples in the nominated place for collection and transportation, ensuring the blood is kept at the required temperature to maintain its integrity
P16	document all relevant information clearly, accurately and correctly in the appropriate records
P17	ensure immediate transport of the blood to the relevant department when blood sampling and investigations are urgent

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 venous 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 working within your own sphere of competence and seeking advice when faced with situations outside your sphere of competence
K6	the importance of applying standard precautions to obtaining venous blood samples and the potential consequences of poor practice
K7	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
K8	the structure of blood vessels
K9	the position of accessible veins for venous access in relation to arteries, nerves and other anatomical structures
K10	blood clotting processes and factors influencing blood clotting
K11	the contra-indications and changes in behaviour and condition, which indicate that the procedure should be stopped, and advice sought

K12 the concerns which individuals may have in relation to you obtaining venous blood

K13 how to prepare individuals for obtaining venous blood, including how their personal beliefs and preferences may affect their preparation

K14 what is likely to cause discomfort to individuals during and after obtaining venous blood, and how such discomfort can be minimised

K15 common adverse reactions/events to blood sampling, how to recognise them and the action(s) to take if they occur

K16 the type and function of different blood collection systems

K17 what dressings are needed for different types of puncture sites, how to apply and what advice to give individuals on caring for the site

K18 the factors to consider in selecting the best site to use for venous access

K19 the equipment and materials needed for venepuncture/ phlebotomy and how to check and prepare blood collection systems

K20 the importance of ensuring venous access sites are cleaned effectively, and how and when this should be done

K21 the correct use of tourniquets

K22 the importance of correctly and safely inserting and removing needles

K23 how to recognise an arterial puncture, and the action to take if this occurs

K24 the factors involved in the procedure which could affect the quality of the blood

K25 the remedial action you can take if there are problems in obtaining blood

K26 the complications and problems may occur during venepuncture, how to recognise them and what action(s) to take

K27 when and how to dress venous puncture sites

K28 the information that needs to be recorded on labels and other documentation

K29 the importance of completing labels and documentation clearly, legibly and accurately

K30 the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

Unit 393   Obtain venous blood samples (SFHCHS132)

Supporting information

External links

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

Dimension: HWB6 Assessment and treatment planning

Unit 252   Manage environments and resources for use during healthcare activities (SFHGEN6)

SCQF Level:	6
SCQF Credit value:	10
Sector Skills Council:	Skills for Health
Aim:	This standard is about the management of clinical environments for healthcare activities. This includes preparing for an individual's healthcare intervention, treatment or therapy and ensuring that the clinical environment is appropriately cleaned, cleared and ready for its next intended use. This standard is applicable to a wide range of health contexts and roles in emergency, primary and secondary care. It may include patients in conscious or unconscious states.
	Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   work within your level of competence, responsibility and accountability throughout all clinical activities and respond in a timely manner to meet individual's needs

P2   ensure effective infection control at all times

P3   ensure all essential resources are available in advance of planned healthcare activities and report any shortfalls

P4   check and confirm that all resources are in a suitable, safe condition for the activity to be carried out

P5   check that relevant equipment and medical devices are functioning within required parameters prior to use

P6   take appropriate action, where faults or breakdowns occur in equipment and medical devices

P7   handle resources in a safe and correct manner in accordance with health and safety and infection control local and national policies and guidelines

P8   prepare resources in the appropriate manner and time for the activity to be carried out in accordance with clinical governance

P9 make sure that environmental conditions within the immediate environment are set to appropriate levels to maintain individual comfort throughout the activity

P10 promptly investigate any problems with the environment and resources and report any which you cannot solve to the relevant person to deal with them

P11 clean re-useable items in accordance with national and local policies after use and make them safe prior to storage

P12 dispose of any used, damaged or out of date items in an appropriate safe place in accordance with local procedures

P13 return un-opened, unused and surplus resources to the correct location for storage

P14 monitor available levels of consumable materials used in clinical activities and replenish and replace in accordance with protocols

P15 ensure you record all information accurately and timely in accordance with information governance

Knowledge and understanding

You need to know and understand:

K1 your own level of competence, authority and knowledge in relation to managing clinical environments and resources

K2 the importance of applying standard precautions to the preparing of environments and the potential consequences of poor practice

K3 what is and is not a sterile field and how the correct level of cleanliness may be achieved for the healthcare activity, the client and the setting

K4 the roles and responsibilities of other team members in relation to both the preparation and management of the clinical environment

K5 the range of associated medical equipment, devices and resources, their purpose and correct use and how to check if they are functioning correctly or in a suitable state for use, in line with local health and safety guidelines

K6 the importance of selecting, preparing and setting out essential resources safely, efficiently and in accordance with relevant protocols and local/national guidelines

K7 the types of essential resources which are sensitive to environmental changes and how this affects their storage and use

K8 the environmental conditions appropriate for the type of healthcare activity to be undertaken and how to make appropriate adjustments to meet requirements

K9 the procedures and techniques associated with the preparation, maintenance and cleaning of the environment and resources used for specified healthcare activity

K10 the importance of handling resources safely and correctly and how to do so

K11 what activities you are permitted to undertake when problems arise with equipment or resources and when you must refer the problem to others

K12   the relevant person to whom you should refer problems with the environment and/or resources and the correct procedure for doing so

K13   the types of records and documentation required for management of clinical environments and associated healthcare activities and how they should be completed

K14   the importance of ensuring that clinical environments are sterile and fit for next use

K15   key factors that influence the readiness of clinical environments for use in healthcare activities

K16   your responsibilities under national legislation and regulations, current European, International and local guidelines, Codes of Practice and Professional standards

K17   the duty to report any acts or omissions in care that could be detrimental to yourself, other individuals or your employer

K18   the policies and guidance that clarify your scope of practice, accountabilities and the working relationship between yourself and others in relation to emergency procedures

Unit 252   Manage environments and resources for use during healthcare activities (SFHGEN6)

Supporting information

External links

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

Dimension: HWB7 Interventions and treatments

Unit 395   Undertake tissue viability risk assessment for individuals (SFHCHS4)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Health
Aim:	This standard covers undertaking risk assessment in relation to pressure area care and the risk of skin breakdown. This assessment will take place across a variety of health and social care settings, throughout hospitals, including operating departments, hospices, nursing and residential homes, day centres, and individual's own homes. Risk assessment will include the use of different assessment tools selected for use to fit the individual and the environment. The assessment could be undertaken by a variety of staff within the varied care settings and is an ongoing process demanding constant review and evaluation. Users of this standard will need to ensure that practice reflects up to date information and policies.

Performance criteria

You must be able to:

P1   apply standard precautions for infection prevention and control and other appropriate health and safety measures

P2   identify individuals in your care environment/case load who may be at risk of impaired tissue viability and skin breakdown

P3   identify any pre-disposing factors which might exacerbate risk

P4   identify any external factors which you should consider in your assessment

P5   undertake risk assessment within an appropriate time scale after admission/referral of the individual to the care environment in which you work

P6   work within your own sphere of competence and involve the individual or other carers in the assessment as appropriate, referring to others when the assessment is outside of your remit

P7   collect the relevant documentation, including agreed assessment tool for use before starting the assessment

P8   involve the individual concerned asking them to assess their risk where possible and appropriate, communicating to them in a manner which they understand and can respond to

P9   obtain the individual's permission before undertaking the assessment

P10   assess the individual's risk of tissue breakdown using the criteria laid down in the assessment tool you are using

P11   inspect the general condition of the individuals skin, identifying risk factors, using safe handling techniques when assisting the individual to move during the assessment

P12   inspect specific areas of skin for pressure or risk of pressure, identifying risk against the tool and "scoring" the risk of pressure area damage

P13   document all findings and/or pass on your findings to others involved in the care of the individual, including the individual themselves and incorporate the risk assessment into the overall plan of care for that individual

P14   agreed, in consultation with others, how often the risk assessment should be reviewed and record the frequency of assessment in the care plan and other relevant records

P15   undertake the review as necessary using the criteria involved in the initial assessment if appropriate

P16   identify when the current assessment tool, or frequency of review are no longer appropriate due to changes in the individuals condition or environment

P17   where applicable, record and report your findings to the appropriate person

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 tissue viability risk assessment for individuals

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 when undertaking assessment of risk of skin breakdown and seeking advice when faced with situations outside your sphere of competence

K5   the importance of applying standard precautions to undertaking the assessment of skin breakdown and the potential consequences of poor practice

K6	relevant research that has been undertaken in respect of risk assessment for pressure area care
K7	how you might involve the individual and their carers
K8	the risk assessment in relation to the holistic care of individuals
K9	other health and social care staff who might be involved in the assessment of risk in the context of this competence
K10	what you will look for when you assess the skin
K11	when initial assessment should take place and why
K12	the frequency of review and re-assessment
K13	the degree of help needed by the individual
K14	the anatomy and physiology of the healthy skin
K15	the changes that occur when damage caused by pressure develops
K16	what is meant by "shearing forces"
K17	the pre-disposing factors to pressure sore development
K18	the sites where pressure damage may occur
K19	the assessment tools available for use in the assessment of risk of pressure sore formation
K20	safe handling techniques
K21	the importance of sharing your findings with other care staff and the individual concerned
K22	the importance of accurately reporting and recording required information related to pressure area care and risk assessment
K23	the information which should be recorded in relation to pressure area care and risk assessment
K24	the types of change in patients' condition which should be reported and/or recorded
K25	the importance of immediately reporting any issues which are outside your own sphere of competence without delay to the relevant member of staff

Unit 395 **Undertake tissue viability risk assessment for individuals (SFHCHS4)**

Supporting information

External links

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

Dimension: HWB2 Assessment and care planning to meet people's health and wellbeing needs

Unit 396   Promote the development of children and young people (SCDCCLD0303)

SCQF Level:	7
SCQF Credit value:	11
Sector Skills Council:	Skills for Care and Development
Aim:	This standard identifies the requirements when promoting the holistic development of children and young people; including their physical, emotional, social, linguistic, communication and cognitive development. You are required to observe and assess the developmental needs of children and young people in all aspects of their development, including physical, emotional, social, and linguistic and communication. You are required to reflect your observation and assessment findings and identify how they will impact on your practice. You will then be expected to work with children and young people and others to plan, implement and evaluate activities and experiences to promote their development.

Performance criteria

You must be able to:

Observe the holistic development of children and young people

P1   identify the reasons for observing and assessing development

P2   select appropriate techniques of observation and types of recording format

P3   obtain necessary permissions to observe the **child or young person** from the child or young person and **parents** and carers where appropriate

P4   discuss the observation with the child or young person to be observed and respond appropriately to their views, according to their preferences, needs and abilities

P5   minimise distractions during the observation and observe the child or young person without intruding or causing unnecessary stress

P6   observe the child or young person using appropriate techniques

P7   maintain confidentiality, according to **work setting** requirements and **policies and procedures**

Assess the development of children and young people

P8　undertake **formative** and **summative assessments** of the child or young person making sure they are based on observational findings and information from the child or young person, **others**, and parents and carers where appropriate

P9　record your assessments, maintaining confidentiality as appropriate to work setting requirements and policies and procedures

P10　share your findings with the child or young person, others and parents and carers as appropriate

P11　in keeping with parental permission and work setting requirements, refer concerns about the child or young person to relevant external agencies when required

P12　reflect upon your assessment of child or young person's development and work with them to identify implications for future planning and practice

Plan provision to promote the learning and development of children and young people

P13　work with the child or young person to carry out c**hild and young person centred** planning, based on your assessment of the child or young person's developmental progress and your reflection on practice

P14　work with the child or young person to review and update their personal learning and development plan

P15　ensure the personal learning and development plan meets the preferences, needs and abilities of the individual child or young person

Implement and evaluate plans to promote learning and development

P16　work with the child or young person to implement their personal learning and development plan, taking into account their preferences, needs and abilities

P17　provide access to **activities and experiences** which meet the preferences, needs and abilities of the child or young person as identified in their personal learning and development plan

P18　promote the development of the child or young person by getting involved, where appropriate, in activities and experiences designed to meet the developmental needs of the child or young person, taking into account their preferences, needs and abilities

Evaluate plans to promote learning and development

P19　work with the child or young person to evaluate the effectiveness of their personal learning and development plan in promoting their development

P20　evaluate the implementation of the personal learning and development plan with the child or young person

P21   reflect on and record how well your practice has impacted on positive developmental outcomes for the child or young person, according to work setting requirements and policies and procedures

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to deal with and challenge discrimination

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

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K12   the prime importance of the interests and well-being of the individual

K13   the individual's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences

K17   how to work in partnership with individuals, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

City & Guilds SVQ 3 Social Services and Healthcare at SCQF Level 7 (4175-03)

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support

K22   factors that promote positive health and wellbeing of children and young people

K23   theories underpinning our understanding of child development and learning, and factors that affect it

K24   theories about attachment and impact on children and young people

Communication

K25   the importance of effective communication in the work setting

K26   factors that can have a positive or negative effect on communication and language skills and their development in children and young people

K27   methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

K28   principles of reflective practice and why it is important

Health and Safety

K29   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K30   practices for the prevention and control of infection

Safeguarding

K31   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K32   indicators of potential harm or abuse

K33   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K34   what to do if you have reported concerns but no action is taken to address them

Handling information

K35   legal requirements, policies and procedures for the security and confidentiality of information

K36   legal and work setting requirements for recording information and producing reports

K37   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K38   the transitions that children and young people may go through

K39   pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development

K40 a detailed understanding of the expected pattern of children and young people's development, from conception to 21 years of age including physical, emotional, social, cognitive, linguistic and communication development

K41 how to provide a warm, safe, secure and encouraging environment for children or young people in partnership with families

K42 how to adapt your practice and the environment ensure that all the children in your care, including those with additional support needs can take part equally

K43 how to develop a consistent, caring and nurturing relationships with the children or young people you work with

K44 how to support the children or young people you work with to cope with their feelings whilst positively encouraging emotional well-being, confidence and resilience

K45 how to promote independence in children or young people whilst supporting them to make choices, face challenges and take risks, according to their individual preferences, needs and abilities

K46 how to provide an environment that is safe for the children or young people you work with and that meets their individual preferences and needs

K47 how to encourage children or young people to make choices, express individual preferences and be aware of how their actions affect others

K48 how to be realistic, positive, consistent and supportive in your responses to the behaviour of the children or young people you work with according to the procedures and agreed ways of working

K49 how to give meaningful praise and encouragement according to the preferences and needs of the young people you work with

K50 how to support emotional well-being, confidence and resilience according to the preferences and needs of the young people you work with

K51 your setting's procedures for observing, assessing and recording and how these link to curriculum frameworks followed in your home country

K52 how to encourage and support children or young people's creativity

K53 how to use everyday routines and developmentally appropriate activities, materials and first-hand experiences to support the learning and cognitive development of children or young people

K54 how to identify and support children or young people's literacy skills such as mark making, reading and writing

K55 how to identify and support children or young people's numeracy skills such as counting and using mathematical language

K56 how to make sure children or young people have access to quiet periods and times to rest

K57 how to support the communication skills of children or young people, including verbal and non verbal methods; such as using baby sign, email, and other forms of ICT

K58 how to adapt strategies for children or young people where English or Welsh is not the home language or where there are communication difficulties

K59   how to support children or young people's communication in bilingual or multilingual settings

K60   how to meet the physical needs of children or young people including nutrition and healthy eating

K61   how to encourage the physical development of children or young people including the development of gross and fine motor skills, through the use of appropriate activities and equipment, according to individual preferences and needs

K62   how to provide a safe environment that encourages the children or young people's physical skills and confidence in movement to develop

K63   how to answer children or young people's questions with sensitivity whilst encouraging independence in a supportive way

K64   how to encourage children or young people to have healthy lifestyles, such as healthy eating and exercise, in accordance with national guidelines

K65   how to talk honestly and raise awareness of issues in line with children's questions and concerns in accordance with the procedures and agreed ways of working of your work setting

K66   how to encourage children or young people to make informed choices about matters that affect them

K67   how to assess the importance of information

K68   how to provide an encouraging and safe environment that recognises the significant developmental changes of children or young people

K69   how to recognise children or young people's individual preferences and needs as they go through developmental changes in their lives

K70   how to provide information for children or young people, when requested, about things that concern them

K71   how to support children and young people through transitions in their lives, such as starting day care or school, moving into residential child care, the death of a loved one and divorce

K72   the importance of promoting active participation of the child and young person in the planning cycle

Unit 396   Promote the development of children and young people (SCDCCLD0303)

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.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person 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 to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Abilities This is what the baby, child or young person is able to achieve or accomplish. This may or may not be in line with developmental norms for babies, children or young people of the same or a similar age.

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

Children or young people are the children and/or young people you support and care for in your work

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

Formative assessment is an initial and on-going assessment

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

Parents are those who have the legally acknowledged responsibilities for the continuous care, well-being and decision-making relating to the children or young people in question

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.

Summative assessment is an assessment that summarises findings

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community.

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

Developmental changes can include milestones such as learning to crawl, walk, toilet training, going through puberty and the initial stages of adulthood

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person.

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 397 Deliver services to families, children and young people from diverse cultural and language communities (SCDCCLD0334)

SCQF Level:	7
SCQF Credit value:	9
Sector Skills Council:	Skills for Care and Development
Aim:	This standard relates to delivering services for children and families who are from diverse cultural and language backgrounds. This includes people from different nationalities who have migrated and it also includes people with distinctive cultural identities, such as the deaf community. Delivering services which are mindful of different cultural and language traditions shows your respect and validation for communities and is consistent with policies regarding human rights and equality and diversity. This standard requires you to work with children and families to assess communication needs and specific cultural requirements, establish and maintain communication to support service delivery and monitor, and evaluate communication support to ensure the needs of children and families are met

Performance criteria

You must be able to:

Work with families to assess cultural and communication requirements

P1   demonstrate an attitude which actively shows respect for diversity and recognises cultural, religious and ethnic differences

P2   explore different communication methods with the family, children or young person to facilitate communication

P3   reflect on the ethical considerations of using children or other family members as translators

P4   agree the family, child or young person's requirements for communication support

P5   establish with the family, child or young person if there are any **cultural or religious practices** which need to be taken into consideration when delivering services

P6   identify resources to support communication to facilitate the family, child or young person to engage with you and **others**

P7   provide information to the family about local language and communication support services in a format that can be easily understood

Maintain communication to support service delivery

P8   communicate with the family, child or young person with an open and welcoming approach

P9   agree with the family, child or young person their preferred **alternative method of communication**

P10   encourage the family, child or young person to express their requirements of the service by using their preferred communication method

P11   encourage the family, child or young person to share information about preferences, habits and routines by using their preferred communication method

P12   accurately record the information provided and the communication methods used

Monitor communication and support to ensure the needs of children and families continue to be met

P13   monitor the progress of the communication being able to meet the family child or young person's requirements

P14   identify any communication problems or issues arising as a result of communication differences

P15   agree with the family, child or young person and others how such problems or issues might be solved

P16   evaluate the effectiveness of resources and services used to support communication

P17   access the family, child or young person's views on the effectiveness of communication resources

P18   agree and implement any changes to communication services or resources

Knowledge and understanding

You need to know and understand:

Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in promoting children and young people's rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of children and young people

K4   how to deal with and challenge discrimination

K5   the rights that key people, children and young people have to make complaints and be supported to do so

Your practice

K6   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K7   your own background, experiences and beliefs that may have an impact on your practice

K8   your own roles, responsibilities and accountabilities with their limits and boundaries

K9   the roles, responsibilities and accountabilities of others with whom you work

K10   how to access and work to procedures and agreed ways of working

K11   the meaning of person-centred/child centred working and the importance of knowing and respecting all children and young people as an individual

K12   the prime importance of the interests and well-being of the children and young people

K13   children and young people's cultural and language context

K14   how to build trust and rapport in a relationship

K15   how your power and influence as a worker can impact on relationships

K16   how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences

K17   how to work in partnership with children, young people, key people and others

K18   how to manage ethical conflicts and dilemmas in your work

K19   how to challenge poor practice

K20   how and when to seek support in situations beyond your experience and expertise

Theory for practice

K21   the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support

K22   factors that promote positive health and wellbeing of children and young people

K23   theories underpinning our understanding of child development and learning, and factors that affect it

K24   theories about attachment and impact on children and young people

Communication

K25   the importance of effective communication in the work setting

K26   factors that can have a positive or negative effect on communication and language skills and their development in children and young people

K27   methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

K28   principles of reflective practice and why it is important

Health and Safety

K29   your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K30   practices for the prevention and control of infection in the context of this standard

Safeguarding

K31   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K32   indicators of potential harm or abuse

K33   how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties

K34   what to do if you have reported concerns but no action is taken to address them

Handling information

K35   legal requirements, policies and procedures for the security and confidentiality of information

K36   legal and work setting requirements for recording information and producing reports

K37   principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

K38   the **transitions** that children and young people may go through

K39   protocols for accessing resources around translation services and communication methods

K40   how to access translation and interpreting services

K41   the advantages and disadvantages of using outside agencies or services to support communication in the setting

K42   ethical considerations in involving family for translation and interpreting

K43   specific issues for children's development and learning in multilingual or bilingual settings

K44   why it is important to evaluate the effectiveness of communication, and strategies you can use to do this

K45   ways in which you could adapt the setting to support communication

Unit 397 **Deliver services to families, children and young people from diverse cultural and language communities (SCDCCLD0334)**

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 a child or young person 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 to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Alternative method of communication This should be a full service which allows fluent communication and understanding. Where possible in important situations, children and family members should not be used as interpreters.
Communication problems or issues can include misunderstandings, misinterpretations, unintentional insults, etc.
Cultural or religious practices can include acknowledging feasts, fasts and festivals, dietary requirements, rituals surrounding prayer, etc.
Others are your colleagues and other professionals whose work contributes to the child or young person'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

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

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 398   Support individuals, families and communities to commission their own services (SCDCP309)

SCQF Level:	7
SCQF Credit value:	8
Sector Skills Council:	Skills for Care and Development
Aim:	This unit is about the ways in which you can contribute to supporting people to take control of their own services. This may be at the level of the local area, or at an organisational level or at an individual level or where people have chosen to direct their own services through direct payments or individual budgets. In order for it to be possible for people to take control, barriers may need to be addressed and minimised or removed so that directing their own support becomes accessible.

Performance criteria

You must be able to:

Provide information about planning and directing services and support

P1   ask **relevant people** about the information they need to be able to direct their own support or engage in commissioning in a way that encourages people to respond

P2   **provide information** in an accessible way to individuals, families and communities about how to **direct their own support** or engage with commissioning

P3   encourage people to ask for additional information, clarification and further explanations

P4   provide clear and accurate information and advice relating to individual circumstances if requested to do so

P5   provide relevant information about planning, delivery, monitoring and evaluation of services to individuals, families and communities as requested

P6   provide **accessible** explanations about the importance of commissioning **sustainable** services and support

Support individuals, families and communities to plan their own services and support

P7   work with individuals, families and communities to identify any general **barriers** to directing own support or engaging with commissioning

P8   work with individuals and families to identify any personal barriers to directing own support or engaging with commissioning

P9   ensure that those individuals, families and communities who wish to be, are included at all stages of the commissioning process

P10   provide **practical assistance** to help individuals, families and communities to direct their own support where they wish to do so

P11   **record** and report to decision makers, the views of individuals, families and communities about directing their own services

P12   report back to individuals, families and communities on decisions made as a result of their views

Contribute to evaluating individuals, families and communities commissioning their own services and support

P13   gather comprehensive information about the engagement of individuals, families and communities in commissioning services

P14   provide an accurate **analysis** of the ways and levels at which individuals, families and communities have become engaged in commissioning or directing their own support services

P15   provide an accurate analysis of the barriers faced by individuals, families and communities who want to direct their own support services

P16   provide an accurate analysis of the impact of the engagement of individuals, families and communities on the processes of commissioning

P17   provide an accurate analysis of the impact of the engagement of individuals, families and communities on the outcomes required and the design and type of services commissioned

P18   identify the risks of individuals, families and communities directing their own support and recommend ways to manage them

P19   make recommendations as to changes or future actions needed in order to enable more individuals, families and communities to direct their own support services or become more involved in commissioning

P20   make recommendations about ways to manage the impact on the supply market of individuals, families and communities directing their own services and support

Knowledge and understanding

You need to know and understand:

Values

K1   legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when engaging people in commissioning

K2   how to ensure that you and others for whom you are responsible protect the rights and the interests of individuals How to manage ethical dilemmas and conflicts for individuals, those who use services, partners, providers and staff

K3   the importance of providing clear and transparent information

K4   how to access sustainable services and reduce the carbon footprint of social care

Legislation and organisation policy and procedures

K5   codes of practice and conduct, and standards and guidance and the roles, responsibilities, accountability and duties of others when engaging people in commissioning

K6   current local, UK and European legislation and organisational requirements, procedures and practices for supporting people to direct their own services and support

K7   key government initiatives which affect the organisational practices about putting people in control of their own services and support

K8   how different philosophies, principles, priorities and codes of practice in partner organisations can impact on the level of engagement in commissioning

K9   policies, procedures, guidance and protocols with the other organisations and professions with whom you work that are relevant to putting people in control of their own services and support

Theory for practice

K10   recent and current studies, reports and literature relating to ways to involve people in commissioning

K11   studies reports and literature about how to give power and control to people using services

K12   the type of information that needs to be collected about the engagement of individuals, families and communities in commissioning

K13   methods of analysing information and providing clear reports and recommendations

K14   methods of communicating with individuals, families and communities

K15   the types of barriers people may face and ways to overcome or minimise them

K16   the methods of encouragement that can be used with different people and which are likely to be successful

K17   why it is important that people should be engaged with the process of commissioning

K18   methods of identifying and managing risks

K19   how people directing their own support could impact on the market and ways to support service providers to adapt to changes

Unit 398   Support individuals, families and communities to commission their own services (SCDCP309)

Supporting information

Scope/range related to performance criteria

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

Provide information: written (electronic or paper), verbal (face to face or telephone), directly to decision makers, or indirectly via a line manager or other person. Directly to those concerned or indirectly through website, forum, newsletter etc.

Accessible: something that people can understand regardless of the level or way in which they communicate, this may mean translating information, or providing it in large print or on audio tape, or just in plain English

Practical assistance: brokerage; navigation around the system; information; advice; accessing finance and payments

Record (verb): formally; informally; officially; personally

Risks: risks to people, risks to property, health and safety risks, actions that may make adults or children vulnerable to harm from others, risks of legal action, risks to reputation, risks of poor performance, risk of financial loss.

Scope/range related to knowledge and understanding

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

Values

The values underpinning this unit have been derived from the key purpose statement, the values and principles statement, relevant service standards and codes of practice for health and social care in the four UK countries.

Glossary

This section provides explanations of the key words and concepts used in this unit. In occupational standards it is quite common to find familiar words or phrases used, which, in the detail of the standards, may be used in a very particular way. Therefore we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.

Relevant people

People to whom a particular issue or incident is important or who are affected by it. Who the relevant people are can depend upon circumstances

Self directed support

Individuals, families and communities who are in receipt of direct payments or individual budgets and who are making all the decisions in relation their own care service provision

Barriers

Factors that can prevent people taking opportunities or doing what they want to. Barriers can be physical, emotional, financial, learning, knowledge

Analyse

To explore and examine the data you have collected and to find out and interpret what it tells you. Once you have interpreted the data it becomes information.

Sustainable

An activity/intervention and/or service able to meet current needs without damaging the ability of future generations to meet their needs. This means thinking about what you do and making sure that you are not damaging the environment

External links

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

Appendix 1   Core skills mapping

Core Skills Signposting SVQ 3 Social Services and Healthcare

SSC   Skills for Care and Development

SVQ Title   SVQ 3 Social Services and Healthcare at SCQF Level 7

SSC/B Code	Unit title	Core skills at SCQF Level 4				
		Communication	Working with others	Problem solving	Numeracy	ICT
SCDHSC0031	Promote effective communication	√	√	√		
SCDHSC0032	Promote health, safety and security in the work setting	√	√	√		
SCDHSC0033	Develop your practice through reflection and learning	√	√	√		
SCDHSC0035	Promote the safeguarding of individuals	√	√	√		
SCDHSC0328	Contribute to the planning process with individuals	√	√	√		
SCDHSC0329	Support individuals to plan, monitor and review the delivery of services	√	√	√	Task 1	
SCDHSC0330	Support individuals to use services and facilities	√	√	√		
SCDHSC0331	Support individuals to develop and maintain social networks and relationships	Tasks 1 and 3	Task 1	Tasks 1 & 2		
SCDHSC0332	Promote individuals' positive self esteem and sense of identity	√	√	√		

SCDHSC0333	Prepare your family and networks to support individuals in your own home	Tasks 1 and 3	√	√		
SCDHSC0334	Provide a home and family environment for individuals requiring care and support	√	√	√		
SCDHSC0335	Contribute to the support of individuals who have experienced harm or abuse	√	√	√		
SCDHSC0336	Promote positive behaviour	√	√	√		
SCDHSC0343	Support individuals to live at home	√	√	√		
SCDHSC0344	Support individuals to retain, regain and develop skills to manage their daily living	√	√	√		
SCDHSC0345	Support individuals to manage their financial affairs	√	√	√	Task 1	
SCDHSC0346	Support individuals to manage direct payments	√	√	√	Task 1	
SCDHSC0347	Support individuals to access employment	√	Task 1	Tasks 1 & 2		
SCDHSC0348	Support individuals to access learning, training and development opportunities	√	Task 1	Tasks 1 & 2		
SCDHSC0349	Support individuals to access housing and accommodation services	√	√	√		
SCDHSC0350	Support the spiritual well-being of individuals	√	√	√		
SCDHSC0351	Implement development activities to meet individuals' goals preferences and needs	√	√	√		
SCDHSC0352	Support individuals to continue therapies	√	√	√		
SCDHSC0356	Support individuals to deal with relationship problems	√	√	√		
SCDHSC0366	Support individuals to represent their own wishes and needs at decision-making events	√	√	√		
SCDHSC0367	Support individuals to access independent representation and advocacy	√	√	√		

SCDHSC0368	Present individuals' preferences and needs	√	√	√		
SCDHSC0369	Support individuals with specific communication needs	√	Task 1	√		
SCDHSC0370	Support the use of technological aids to promote independence	√	√	√		
SCDHSC0371	Support individuals to communicate using interpreting and translation services	√	√	√		
SCDHSC0372	Develop programmes to enable individuals to find their way around environments	√	√	√		
SCDHSC0382	Support individuals to manage change in their lives	√	√	√		
SCDHSC0383	Support individuals to move into new living environments	√	√	√		
SCDHSC0384	Support individuals through bereavement	Tasks 1 and 3	√	√		
SCDHSC0385	Support individuals at the end of life	√	Task 1	√		
SCDHSC0386	Assist in the transfer of individuals between agencies and services	√	√	√		
SCDHSC0387	Work in partnership with carers to support individuals	√	√	√		
SCDHSC0389	Work with carers, families and key people to maintain contact with individuals	√	Task 1	√		
SCDHSC0390	Support families in maintaining relationships in their wider social structures and environments	Tasks 1 and 3	Task 1	Tasks 1 & 2		
SFHMH13	Work with families, carers and individuals during times of crisis	√	√	Tasks 1, 2 (i&iii) & 3		
SFJCJEA1	Obtain information from offenders regarding their behaviour	√	Task 1	√		
SFJCJEC4	Prepare, implement and evaluate group activities	Tasks 1 and 3	√	√		
SFJEB5	Supervise and enforce interventions in the community	√	Task 1	√		

SCDHSC0393	Promote participation in agreed therapeutic group activities	√	√	√		
SCDHSC0394	Contribute to the provision of support groups	√	√	√		
SCDHSC0395	Contribute to addressing situations where there is risk of danger, harm or abuse	√	√	√		
SFHMH27	Reinforce positive behavioural goals during relationships with individuals	√	√	Tasks 1, 2 (i&iii) & 3		
SCDHSC0398	Support individuals with programmes to promote positive behaviour	√	√	√		
SCDHSC0399	Maintain effective working relationships with staff in other agencies	√	√	√		
SCDHSC3100	Participate in inter-disciplinary team working to support individuals	√	√	√		
SCDHSC3101	Support the development of community networks and partnerships	√	√	√		
SCDHSC3102	Work with community networks and partnerships	√	√	√	Task 1	
SCDHSC3103	Contribute to raising awareness of health issues	√	√	√		
SCDHSC3104	Support the development of networks to achieve planned outcomes	√	√	√		
SFTMVC3	Recruit and place volunteers	√	Task 1	√		
SFTMVD1	Plan, organise and monitor volunteering activities	√	√	√	Task 1	
SFTMVD2	Lead and motivate volunteers	Tasks 1 and 3	√	√		
LSILADD06	Manage learning and development in groups	Tasks 1 and 3	Task 1	Tasks 1 & 2		
SCDHSC3108	Facilitate learning through presentations in health and social care settings	√	√	√		
SCDHSC3110	Promote effective relationships with individuals	√	√	√		

SCDHSC3111	Promote the rights and diversity of individuals	√	Task 1	√		
SCDHSC3112	Support individuals to manage their own health and social well-being	√	√	√		
SCDHSC3115	Process information for use in decision-making	√	√	√		
SCDHSC3120	Assess performance in health and social care services	√	√	√		
SCDHSC3121	Promote the effectiveness of teams	√	√	√		
SCDHSC3122	Support individuals to use medication in social care settings	√	Task1	√	Task 1 (i)	
SCDHSC3123	Manage your relationship as an employee of the individual you support	√	√	√		
SFJBB2	Model pro-social behaviour when working with individuals	√	√	√		
SFHAF1	Carry out screening and referral assessment	√	√	√		
SFHAF2	Carry out assessment to identify and prioritise needs	√	√	Tasks 1 & 2 (i&iii)		
SFHAF3	Carry out comprehensive substance misuse assessment	√	√	Tasks 1 & 2 (i&iii)		
SFHAI2	Help individuals address their substance use through an action plan	√	√	√		
SFHAB5	Assess and act upon immediate risk of danger to substance users	√	Task 1	Tasks 1 & 2 (i&iii)		
SFHGEN21	Interact with individuals using telecommunications	Tasks 1 and 3	Task 1	Tasks 1 & 2 (i&iii)		
SFHAI1	Counsel individuals about their substance use using recognised theoretical models	√	√	Tasks 1 & 2		
SFHAI3	Counsel groups of individuals about their substance use using recognised theoretical models	√	√	√		

SFHCHS17	Carry out extended feeding techniques to ensure individuals nutritional and fluid intake	Tasks 1 and 3	Task 1	Tasks 1 & 2 (i&iii)		
SFHCHS19	Undertake routine clinical measurements	Tasks 1 and 3	Task 1	Tasks 1 & 2 (i&iii)		
SFHCHS6	Move and position individuals	√	Task 1	√		
SFHAA1	Recognise indications of substance misuse and refer individuals to specialists	√	Task 1	Tasks 1 & 2 (i&iii)		
SFHAE1	Test for substance use	√	Task 1	Tasks 1 & 2 (i&iii)		
SFHMH18	Identify the physical health needs of individuals with mental health needs	√	Task 1	Tasks 1 & 2 (i&iii)		
SFHAD1	Raise awareness about substances, their use and effects	Tasks 1 and 3	√	Tasks 1 & 2 (i&iii)		
SFHCHS35	Provide first aid to an individual needing emergency assistance	√	Task 1	Tasks 1 & 2		
SFHCHS3	Administer medication to individuals	Tasks 1 and 3	Task 1	Tasks 1 & 2 (i&iii)		
SFHCHS27	Encourage and support individuals undergoing dialysis therapy	Tasks 1 and 3	Task 1	Task 1		
SFHCHS8	Insert and secure urethral catheters and monitor and respond to the effects of urethral catheterisation	Tasks 1 and 3	Task 1	Tasks 1 & 2 (i&iii)		
SFHAB2	Support individuals who are substance users	√	√	Tasks 1 & 2 (i&iii)		
SFHAH3	Supply and exchange injecting equipment for individuals	Tasks 1 and 3	Task 1	Tasks 1 & 2 (i&iii)		
SFHAH7	Support individuals through detoxification programmes	√	√	√		
SFHAB7	Provide services to those affected by someone else's substance use	√	√	Tasks 1, 2 (i&iii) & 3		
SFHMH13	Work with families, carers and individuals during times of crisis	√	√	Tasks 1, 2 (i&iii) & 3		
SFHCHS132	Obtain venous blood samples	Tasks 1 and 3	Task 1	Tasks 1 & 2 (i & iii)	Task 1 (i&ii)	

SFHGEN6	Manage environments and resources for use during healthcare activities	√	Task 1	√		
SFHCHS4	Undertake tissue viability risk assessment for individuals	Tasks 1 and 3	Task 1	Task 1		
SCDCCLD0303	Promote the development of children and young people	√	√	√		
SCDCCLD0334	Deliver services to families, children and young people from diverse cultural and language communities	√	√	√		
SCDCPC309	Support individuals, families and communities to commission their own services	√	√	√		

Key	
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**.

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

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 **E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 **E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) **E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 **E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 **E: walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 **E: business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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