

SCDHSC0386

Assist in the transfer of individuals between agencies and services



Overview

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.

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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

You must be able to:

- 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

You must be able to:

- 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

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P17 communicate information to people who are authorised to have it including transfer of the individual's records in accordance with confidentiality policies

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Knowledge and understanding

You need to know and understand:

Values

- K1 the rights of individuals with whom you come into contact

You need to know and understand:

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 effect the work undertaken

You need to know and understand:

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

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

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

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

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

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Values

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

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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