

## SCDHSC0428

# Lead the development of programmes of support for carers and families



### Overview

This standard identifies the requirements when you lead on developing programmes of support for carers and families of individuals who use health and social care services. The requirements include working with carers and families to gather information about their needs, then developing, implementing and reviewing the effectiveness of programmes of support for carers and families, in partnership with them and others.

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### Performance criteria

#### Gather information about the needs of carers and families

*You must be able to:*

- P1 agree with **carers** and **families** what **information** about them can be obtained from and shared with **others**
- P2 gather together all relevant information about the needs of carers and families, in accordance with agreements made
- P3 actively involve the **individual** in discussions about the needs of their carers and families where appropriate and agreed with all concerned
- P4 confirm with relevant people the accuracy and currency of information gathered
- P5 identify any gaps in the available information which may affect the design and planning of the support programme
- P6 assess the implications of any gaps identified
- P7 take action to obtain required information, consistent with agreed boundaries of confidentiality and information exchange
- P8 provide opportunities for carers and families to clarify, confirm and augment the information held about their needs
- P9 confirm with carers and families that the information provides a complete and up to date basis on which to develop a support programme
- P10 ensure that all information is kept secure and up-dated as necessary during the planning process

#### Develop programmes of support for carers and families

*You must be able to:*

- P11 take account of the expressed preferences of carers and families when developing the **programme of support** to meet their needs
- P12 take account of known good practice, legal requirements and work setting policies and practices when developing the programme
- P13 take account of known resource availability and constraints when developing the programme
- P14 support the **active participation** of the individual, carers and families in the development process
- P15 interact with carers and families in ways which demonstrate respect for their right to contribute to the development process
- P16 develop a balanced programme with a focus, nature and duration that will enable the needs of carers and families to be addressed
- P17 agree the monitoring processes and evaluation criteria to be applied when the programme of support is implemented and reviewed

#### Implement programmes of support for carers and families

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*You must be able to:*

- P18 plan the **details** of the programmes of support to be provided, in accordance with work setting policies and statutory responsibilities
- P19 record details of the programme in accordance with legal and work setting requirements
- P20 ensure that details of the programme are communicated to all those who need to and have a right to receive them
- P21 allocate the roles and responsibilities of all parties within the programme of support
- P22 enable those involved to clarify and confirm their understanding of the programme and their role and responsibilities within it
- P23 monitor the implementation of the programmes in an effective manner using agreed processes
- P24 act promptly to deal with any matters which arise and have the potential to disrupt the programme
- P25 keep accurate, complete and up-to-date records of the monitoring process and of any actions taken to ensure that the implementation of the programme proceeds effectively

#### **Review the effectiveness of support programmes with carers and families**

*You must be able to:*

- P26 gather together all monitoring and other information on the programme of support
- P27 check the information for relevance, accuracy, currency and reliability
- P28 ensure that all parties are aware of the timing of the review and have the opportunity to contribute to it
- P29 ensure that the **review process** is conducted in a way and in an environment that facilitates the active participation of the individual, carers and family members
- P30 support carers, families and other stakeholders to communicate their views on the effectiveness of the programme
- P31 lead the review process, ensuring that the views of carers, families and others are taken fully into account
- P32 clearly summarise the outcomes of the review
- P33 support all those who have contributed to clarify, confirm and comment on the summary
- P34 complete records and reports about the review process and decisions taken, in accordance with legal and work setting requirements
- P35 use the results of the review process to improve the development and implementation of current and any future programmes of support
- P36 ensure that the results of the review process are communicated

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clearly to all those who need to receive them

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### 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
- K6 conflicts and dilemmas that may arise in relation to rights and how to address them

#### Your practice

*You need to know and understand:*

- K7 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K8 your own background, experiences and beliefs that may have an impact on your practice
- K9 your own roles, responsibilities and accountabilities with their limits and boundaries
- K10 the roles, responsibilities and accountabilities of others with whom you work
- K11 how to access and work to procedures and agreed ways of working
- K12 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K13 the prime importance of the interests and well-being of the individual
- K14 the individual's cultural and language context
- K15 how to build trust and rapport in a relationship
- K16 how your power and influence as a worker can impact on relationships
- K17 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K18 how to work in partnership with individuals, key people and others
- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

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*You need to know and understand:*

### Theory for practice

- K22 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K23 theories underpinning our understanding of human development and factors that affect it

*You need to know and understand:*

### Personal and professional development

- K24 principles of reflective practice and why it is important
- K25 your role in developing the professional knowledge and practice of others
- K26 how to promote evidence based practice
- K27 **Communication**
- K28 factors that can affect communication and language skills and their development in children, young people adults
- K29 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

*You need to know and understand:*

### Health and Safety

- K30 legal and statutory requirements for health and safety
- K31 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K32 practices for the prevention and control of infection in the context of this standard

*You need to know and understand:*

### Safe-guarding

- K33 legislation and national policy relating to the safe-guarding and protection of children, young people and adults
- K34 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K35 indicators of potential harm or abuse
- K36 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K37 what to do if you have reported concerns but no action is taken to address them
- K38 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

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### Multi-disciplinary working

*You need to know and understand:*

- K39 the purpose of working with other professionals and agencies
- K40 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

### Handling information

*You need to know and understand:*

- K41 legal requirements, policies and procedures for the security and confidentiality of information
- K42 legal and work setting requirements for recording information and producing reports
- K43 principles of confidentiality and when to pass on otherwise confidential information
- K44 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K45 how and where electronic communications can and should be used for communicating, recording and reporting

### Leading practice

*You need to know and understand:*

- K46 theories about leadership
- K47 standards of practice, service standards and guidance relating to the work setting
- K48 national and local initiatives to promote the well-being of individuals
- K49 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K50 methods of supporting others to work with and support individuals, key people and others
- K51 how to contribute to the development of systems, practices, policies and procedures
- K52 techniques for problem solving and innovative thinking

### Risk management

*You need to know and understand:*

- K53 principles of risk assessment and risk management
- K54 principles of positive risk-taking

### Specific to this NOS

*You need to know and understand:*

- K55 the types of support available to carers and families such as self-help groups, counselling, respite and how to access these
- K56 the distinction between support and family therapy/family based

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- psychological interventions
- K57 the range of factors that need to be taken into account when developing a programme of support
- K58 key features and requirements of the needs of the individuals for whose carers and families support programmes are being provided
- K59 the details which need to be specified in developing and implementing a programme of support
- K60 different methods of enabling carers and families to participate in the development and review of programmes of support and their strengths and weaknesses
- K61 the importance of ensuring that carers and families are actively involved in the development and review of programmes of support
- K62 ways in which the physical environment in which interviews and discussions take place can influence the participation of carers and families
- K63 how to facilitate carer/family participation in the development and review processes
- K64 how to decide whether there is sufficient, relevant, accurate and current information to develop a programme of support
- K65 how to decide on the relevance and importance of information gathered on the implementation of a programme of support, and use it to evaluate its effectiveness



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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.

**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

**Families** are people who are legally related to the individual and those who through relationships have become an accepted part of their family

**Details** may be in relation to aims and objectives; resource requirements; timescale and scheduling; allocations of roles and responsibilities; monitoring processes to be applied; evaluation and review criteria and process

The **individual** is the adult, child or young person you support or care for in your work

**Information** you collect may include reports of interviews and discussions with carers and families; formal and informal assessment records; reports from other service providers, agencies and practitioners

**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 **programme of support** may be for individual carers and family members or groups of carers and family members with similar support needs.

**Review process** may be in relation to an interim review during the course of a care or support programme; an outcome review at the conclusion of a programme

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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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