

425

SUPPORT PEOPLE WHO ARE PROVIDING HOMES FOR INDIVIDUALS AND/OR CHILDREN AND YOUNG PEOPLE

Unit overview

Elements of competence

- 425a Provide information and support for those providing homes for individuals and/or children and young people
- 425b Support those who are providing homes for individuals and/or children and young people
- 425c Review the care being provided for individuals and/or children and young people

About this unit

For this unit you will need to support people who are providing, or who are going to provide, homes for individuals and/or children and young people.

Scope

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.

Communicate 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self-harm; reckless behaviour.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

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.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals¹, key people and others within and outside your organisation.

¹ If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

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Unit overview (continued)

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement², the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit 44. If you are working with adults they can be found in unit 45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 44 or unit 45 in your practice and through your knowledge.

² The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

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Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way.

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.

Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Care plans	The care plan will include all aspects of the individual's care needs which need to be adhered to within any setting in which the individual is placed. It addresses the holistic needs of the individual
Children and young people	Children and young people from birth to 18 years of age who require health and care services; also where the children and young people are still eligible through legislation or policy to receive children's/young people's services, until they reach 21. Where children and young people use advocates/interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term child/young person within this standard may cover the children and young people and their advocate/interpreter
Danger	The possibility of harm and abuse happening
Family	The people who are legally related to children and young people and those who through relationships have become an accepted part of their family
Family homes	The residence in which the family lives that is providing the home for individuals/children and young people
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
House rules	Rules that people within the house abide by and which promote the smooth running of the house and family
Individuals	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
Key people	Are those people who are key to the functioning of the family providing the home

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Key words and concepts (continued)

Offending behaviour	Offending behaviour can include drug and alcohol abuse, prostitution and other criminal activities
Others	Are other people within and outside your organisation that are necessary for you to fulfil your job role
Rights	The rights that individuals have to: <ul style="list-style-type: none">• be respected• be treated equally and not be discriminated against• be treated as an individual• be treated in a dignified way• privacy• be protected from danger and harm• be cared for in a way that meets their needs, takes account of their choices and also protects them• access information about themselves• communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm or abuse arising from anything or anyone

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425a

Provide information and support for those providing homes for individuals and/or children and young people

Performance criteria

You need to show that:

- 1 You explain and clarify the purpose and nature of the care to be provided by **the family** and the **key people**
- 2 You discuss with the people providing the home access and review:
 - the information they may require
 - the support they can expect
 - the information you are required to provide
 - confidentiality requirements
- 3 You discuss the statutory requirements and guidance for those providing **family homes** for **individuals** and/or **children and young people**
- 4 You clarify matters that might affect the stay of the individuals and/or children and young people with the family
- 5 You seek and obtain further information and support for the family providing the family home
- 6 Where feasible, you agree with the individuals and/or the children and young people the information you provide about them to the family and key people who will provide the home

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425b

Support those who are providing homes for individuals and/or children and young people

Performance criteria

You need to show that:

- 1 You identify and regularly review the support the family and key people need who are providing the home for the individuals/children and young people
- 2 You set in place strategies, advice and support to protect families where problems or behaviour are such that the individuals/children and young people and the family may be at **risk of danger, harm, abuse and offending behaviour**
- 3 You provide information about **care plans** and how they should be implemented with the family and key people
- 4 You discuss any **house rules** with the family and key people
- 5 You agree access for the families of the individuals/children and young people
- 6 You ensure that the families providing homes are aware of any restrictions on access and the procedures to follow should the people on whom the restrictions are placed wish to gain access to the individuals/children and young people
- 7 You take appropriate and immediate action to support the family and the individuals/children and young people should access restrictions be breached
- 8 You address and support the family to resolve conflicts and disagreements, making appropriate use of external sources of help and support

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Review the care being provided for individuals and/or children and young people

Performance criteria

You need to show that:

- 1 You support the family and key people to assess and provide feedback on the care they have been able to give
- 2 You regularly visit, monitor and provide feedback on the care and support being provided
- 3 You provide **active support** to enable individuals and/or children and young people to communicate any issues about their care within the family
- 4 You work with individuals and/or children and young people to address any issues that have been raised by the family
- 5 You support the individuals and/or children and young people and the family with whom they are staying to evaluate the strengths and limitations of the care and support being provided
- 6 You address conflicts and disagreements openly with all concerned, sharing only the information you are allowed to with your organisation's policies and procedures
- 7 You provide support to those providing a home for individuals/children and young people where any serious incidents or causes for concern have been raised
- 8 You report any serious incidents or causes for concern immediately to the appropriate people and organisations:
 - within confidentiality agreements
 - according to organisational legal requirements
 - avoiding statements that could adversely affect the use of evidence in future investigations and court

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Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit. When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

Values

- 1 Legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting people who are providing homes for individuals and/or children and young people
- 2 Knowledge and practice that underpin the holistic person-centred approach which enable you to work in ways that:
 - place the individuals'/children and young people's preferences and best interests at the centre of everything you do
 - provide active support for the individuals/children and young people
 - recognise the uniqueness of individuals/children and young people and their circumstances
 - empower individuals/children and young people to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
 - support people who are providing homes for individuals and/or children and young people
- 3 The rights and responsibilities of the people providing a home for individuals/children and young people
- 4 How to manage ethical dilemmas and conflicts for individuals/children and young people and those providing a home for them
- 5 How to challenge, and to support individuals/children and young people, key people, those providing a home for the individuals/children and young people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory

Legislation and organisational policy and procedures

- 6 Codes of practice and conduct, and standards and guidance relevant to your setting and your own and the roles, responsibilities, accountability and duties of **others** when supporting people who are providing homes for individuals and/or children and young people
- 7 Current local, UK and European legislation and organisational requirements, procedures and practices for:
 - data protection
 - health and safety
 - risk assessment and management
 - employment practices
 - protecting individuals/children and young people and those who are providing a home for individuals/children and young people from danger, harm and abuse

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Knowledge specification for the whole of this unit (continued)

- on fostering/adoption and/or adult placement
 - relevant to the age of the individuals/children and young people who you are placing
 - making and dealing with complaints and whistle blowing
 - multi-disciplinary and multi agency working
 - working in integrated ways to promote individuals/children and young people's well-being
 - preventing access to individuals/children and young people where access is restricted
- 8 Key government initiatives relating to the provision of homes for individuals/children and young people
- 9 How to access, evaluate and influence organisational and workplace policies, procedures and systems when supporting people who are providing homes for individuals and/or children and young people
- 10 How different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when supporting people who are providing homes for individuals and/or children and young people

Theory and practice

- 11 How and where to access literature, information and support to inform your practice when supporting people who are providing homes for individuals and/or children and young people
How and where to access literature, information and support to inform your practice when developing, implementing and reviewing care plans
- 12 An up-to-date knowledge of:
- literature related to best practice when supporting people who are providing homes for individuals and/or children and young people
 - government reports, inquiries and research relevant to supporting people who are providing homes for individuals and/or children and young people
 - government reports, inquiries and research into serious failures to protect individuals/children and young people who are placed in other people's homes, the families providing the homes and key people associated with the families providing the homes
- 13 Theories relevant to the individuals with whom you work, about:
- facilitating empowerment and participation of individuals and key people in the development, implementation and review of care plans
 - the role of family and social support networks in meeting individuals' needs
 - how social and economic circumstances may impact on the individuals' social care, well-being and life chances
 - human growth and development
 - identity and self-esteem
 - loss and change
 - power and how it can be used and abused when supporting people who are providing homes for individuals and/or children and young people
- 14 Knowledge of factors that can affect the health, well-being, behaviour, skills, abilities and development of individuals/children and young people who are being placed
- 15 Conditions and issues you are likely to face when supporting people who are providing homes for individuals and/or children and young people

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Knowledge specification for the whole of this unit (continued)

- 16 Methods of supporting individuals/children and young people to:
 - express their needs and preferences
 - 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
- 17 Principles for helping those providing placements to help individuals/children and young people become full members of their household
- 18 Procedures, best practice and factors that you need to take account of when placing people in someone's home
- 19 Why you need to complete paper work and any assessments to ensure that individuals/children and young people being placed are safe from danger, harm and abuse
- 20 Issues that have and might arise from someone being placed in a family's home
- 21 Factors to take account of when deciding how much information to divulge
- 22 The differing reasons why families and key people may be apprehensive or anxious and how to address these and support the people involved
- 23 Issues that are likely to arise when the individual and/or child/young person first moves in and how to support everyone to deal with these
- 24 Effects on placement family's dynamics, relationships and roles when providing a home for individuals/children and young people
- 25 The importance of developing and ensuring the individual/child/young person understands any house rules
- 26 The stages, procedures, paperwork and people involved in placing individuals/children and young people in someone else's home
- 27 The use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence
- 28 How to work with individuals, key people and others within and outside your organisation to support the needs of placement families and of the individuals/children and young people who have been placed

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Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplace as linked to current legislation and the values and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg minutes of meetings, communication records, assessment; monitoring and feedback records. Procedures and policies, etc.
- **Assignment/project:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describe your actions in a particular situation(s) and reflect on the reason(s) for you practicing in that way, in relation to individuals and/or children and young people.
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through Observations, Products and Reflective Accounts. These can be oral or written but evidence of this must be recorded.

NB Confidential records do not require to be included in your portfolio of evidence. These can remain where they are normally stored and checked by your assessor and internal verifier. If included, they must be anonymised.