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| Overview | The key purpose identified for those working in health, social or 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”.For this unit you need to be able to direct, supervise and support the work of staff within an individual's home, dealing at a distance with day-to-day changes and emergencies. The elements of competence are:1. Manage the work of staff in an individual’s home
2. Supervise and support staff to ensure that health and care services are meeting individual needs and preferences
3. Respond to day-to-day changes and emergencies

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.The term `unit' is used in this report to refer to each separate standard within the NOS suite. |

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| **Performance criteria**You must be able to: | **Manage the work of staff in an individual’s home**1. ensure that staff have a written job description, identifying their person and work specification, responsibilities and accountabilities, in accordance with legal, service and organisational requirements
2. provide staff with copies of the organisation's staff handbook and grievance and disciplinary procedures
3. develop clear protocols in relation to staff entering and securing the homes of individuals
4. ensure that identity cards and other agreed ways of identifying staff for individuals with special communication requirements are provided for all staff in accordance with legal, service and organisational requirements
5. set up systems to ensure effective hand-over procedures that provide continuity of service
6. you set up regular, appropriate and effective communication methods and systems to enable you to co-ordinate and manage staff at a distance
7. you match staff to individuals, ensuring that staff are aware of their duties and responsibilities, and are able competently to:
	1. access and understand protocols to enter and make secure the individual's home, to keep the individual's home and the individual safe and secure when carrying out activities
	2. access, understand and carry out activities required to support the individual, in accordance with risk assessments and service delivery plans
	3. complete records about key events and activities according to legal, service and organisational requirements
	4. contact and communicate any problems and issues when carrying out their activities
	5. deal with the confidentiality and security of information in ways which comply with legal, service and organisational requirements services are meeting individual needs and preferences
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| *You must be able to:* | **Supervise and support staff to ensure that health and care services are meeting individual needs and preferences**1. review literature, knowledge and evidence based research and practices for the services that your organisation provides, and communicate these to staff
2. ensure that staff receive regular supervision and support in accordance with legal, service and organisational requirements
3. ensure that staff receive suitable staff development and training to enable them to:
	1. feedback on, meet and respond to the changing needs and preferences of individuals and Key people
	2. fulfil the aims of the organisation
	3. understand and take appropriate action to prevent the risk of danger, harm and abuse and where signs and symptoms of abuse have been identified
	4. deal with the specialist needs and preferences of specific individuals
4. ensure that any training is updated according to legal, service and organisational requirements
5. ensure that you have the appropriate level of knowledge and understanding to enable you to support staff who will be working with individuals who have specialist care needs
6. explore any potential conflicts between staff, individuals and key people, and develop strategies to deal with them
7. support staff to deal with conflicts between themselves, individuals and key people
8. follow up allegations and incidents of danger, harm and abuse promptly and ensure that the details and action taken is recorded:
	1. within confidentiality agreements
	2. according to legal and organisational requirements
	3. avoiding statements that could adversely affect the use of evidence in future investigations and court
9. respond appropriately and support staff to respond appropriately to any physical and verbal aggression by individuals, key people and others
10. support staff to feedback on individuals' needs and preferences and any changes that are required to the service delivery plan
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| *You must be able to:* | **Respond to day-to-day changes and emergencies**1. ensure that a responsible and competent person is on call and contactable at all times when staff are on duty
2. continually monitor, evaluate and pass on information from all sources to ensure that you and your staff are working effectively and in the best interests of individuals
3. develop and use clear protocols in relation to staff dealing with emergency situations, incidents and accidents
4. provide staff with a work schedule which is regularly updated and that provides detailed information about:
	1. the individuals for whom they are providing health and care services
	2. the time that has been allocated to support the individuals
	3. service plan activities for which they are responsible individually and jointly with other workers
5. ensure that systems and procedures are in place to allow you to contact staff and staff to contact you
6. inform staff immediately of any changes that may affect their work schedule
7. respond promptly and appropriately when:
	1. accidents, incidents and emergencies are reported
	2. changes to the individual's needs and preferences are reported
8. ensure that your conduct supports effective working relationships with individuals, key people and others from within and outside your organisation
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| Knowledge and understandingYou need to know and understand: | Values1. legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when managing a dispersed workforce
2. knowledge and practice that underpin the holistic person-centred approach which enable you and staff for whom you are responsible to work in ways that:
	1. place the individual's preferences and best interests at the centre of everything you do
	2. provide active support for individuals
	3. recognise the uniqueness of individuals and their circumstances
	4. empower individuals 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 when managing a disperse workforce
3. how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when managing a workforce that is dispersed
4. how to challenge, and to support staff to challenge information, documents, systems, structures, procedures and practices that are discriminatory
5. how to promote relationships that support the individual's rights, choices and well-being when managing a workforce that is dispersed

Legislation and organisational policy and procedures1. codes of practice and conduct, and standards and guidance relevant to your setting and your own and others roles, responsibilities, accountability and duties when managing a workforce that is dispersed
2. current local, UK legislation and organisational requirements, procedures and practices for:
	1. managing domiciliary care provision
	2. data protection
	3. making and dealing with compliments complaints
	4. health and safety and dealing with emergencies, accidents and incidents
	5. risk assessment and management procedures and practices
	6. your responsibility for keeping yourself, individuals and others safe
	7. employment practices
	8. the domiciliary care service, its role and contribution to the well-being of individuals
	9. managing domiciliary care provision
	10. individuals, advocates, families, carers, groups and communities
	11. the protection of individuals and key people from danger, harm and abuse at a distance
	12. your responsibility for keeping yourself, individuals and others safe
	13. working in integrated ways to promote individuals' well-being
3. key government initiatives which affect the management of the domiciliary care provision
4. how to access, evaluate and influence organisational and workplace policies, procedures and systems for managing the workforce for which you are responsible
5. how to access and record information, decisions and judgements when managing individual needs and preferences and staff at a distance, electronically and manually
6. the resources available within and outside your organisation to provide health and care services that are flexible and person-centred
7. policies, procedures, guidance and protocols with the other organisations and professions with whom you work
8. the purpose of and arrangements for you to provide and receive supervision and appraisal

Theory and practice1. how to access and record information about risks and incidents of danger, harm and abuse, electronically and manually
2. how and where to access literature, information and support to inform your practice when managing a dispersed workforce, which meets the needs and preferences of individuals who wish to live at home
3. an up to date knowledge of:
	1. literature related to best practice for managing a dispersed workforce to meet the needs and preferences of individuals at home
	2. government reports, inquiries and research into managing a dispersed workforce to meet the needs and preferences of individuals at home
	3. government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people at home
4. theories of:
	1. human resource management related to managing staff at a distance, including staff who are part time or are sessional
	2. conflicts and dilemmas
	3. stress and how it can affect behaviour
	4. how social and economic circumstances may impact on the individual's social care, well-being and life chances
	5. how power and influence can be used and abused when carrying out care needs assessments
	6. multi-disciplinary and multi-organisational working
5. principles and methods of supervision and appraisal
6. how to set up procedures and protocols to support staff
7. information about staff development and training, induction and training needs analysis for the staff
8. role of relationships and support networks in promoting the well-being
9. knowledge of health, social, emotional, financial and environmental factors that affect the well-being of individuals, families, groups and communities with whom you work
10. knowledge of physical, social, emotional and mental health conditions you are likely to have to deal with in your work with individuals, families, carers, groups and communities
11. how to analyse, balance and interpret:
	1. individual needs and preferences
	2. views of key people
	3. evidence, knowledge and practice-based information
	4. knowledge of individuals' conditions to enable you to manage your workforce and the needs and preferences of individuals and key people, fairly and ethically
12. methods of mentoring staff to enable individuals and key people to:
	1. express their wishes, needs and preferences
	2. understand and take responsibility for promoting their own health and well- being
	3. identify how their care needs should be met
	4. assess and manage risks to their health and well-being
13. specialist services needed for the individuals for whom you and your organisation are providing services including those requiring intermediate and respite care
14. the use of evidence, fact and knowledge-based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence
15. how and where Information Communication Technologies can and should be used for carrying out your work activities when managing the workforce
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**Additional Information**

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| 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**Accidents** could be due to: falls; hazards in the environment; illness; disability; weaknesses; sensory and cognitive impairment; frailty **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, financial and sexual abuse; bullying; self-harm; reckless behaviour**Incidents** could include: bomb scares; intruders; lost keys, purses etc.; a person being locked out or missing; aggressive and dangerous encounters**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 |
| Scope/range related to knowledge and understanding | Your knowledge and understanding for this unit will relate to:1. legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
2. your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
3. the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
4. the need to be able to solve problems and resolve conflicts
5. the need to be able to evaluate, assess situations and act appropriately
6. systems and processes within your own and across other organisations, and
7. the need for you to be able to work in collaboration with individuals, key people and others within and outside your organisation
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| Values | The values underpinning this unit have been derived from the key purpose statement, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or 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 HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge |
| Glossary | 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** **Accident** Unforeseen major and minor incidents where an individual is injured **Abuse** Abuse is causing physical, emotional, psychological, financial and/or sexual harm to an individual and/or failing/neglecting to protect them from harm **Active support** Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves **Danger** The possibility of harm and abuse happening **Emergency** Immediate and threatening danger to individuals and others **Harm** The effects of an individual being physically, emotionally or sexually injured or abused **Individuals** People requiring health, social or 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 an individual's health and social well-being. These are people in individuals’ lives who can make a difference to their health and well-being**Others** Other people within and outside your organisation who are necessary for you to fulfil your job role **Rights** The rights that individuals have to: 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 **Signs and symptoms** Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse. |

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