

## **HSC227            Contribute to working in collaboration with carers in the caring role (Level 2)**

### **Elements of Competence**

**HSC227**            Contribute to working in collaboration with carers to identify their needs and preferences

**HSC227**            Contribute to working with carers to access and use resources, services, facilities and support groups

**HSC227**            Contribute to the review of services and facilities for carers

### **About this unit**

For this unit you need to contribute to supporting the needs of carers.

### **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.

**Appropriate people** could be: your line manager; other people within and outside your organisation that can provide information to help you to work in collaboration with carers.

**Facilities** could include: materials and equipment; support and adaptations to the environment; respite care.

**Information** can be provided: orally; paper based; electronically.

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

**Preferred language and communication methods include:** the carer's preferred spoken language and the use of signs; symbols, pictures, writing, objects of reference, communication passports, other non verbal forms of communication, and human and technological aids to communication.

**Resources** could include: financial support; physical support; material support e.g. helping with repairs and changes to the material environment.

**Services** could include: provision of food; provision of additional support; respite care.

**Support groups** could be: general; specially related to the needs of the carer or the individual for whom they are caring.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing (e.g. domiciliary, residential care, hospital settings) and the individuals you are working with.

### **Values underpinning the whole of the unit**

The values underpinning this unit have been derived from the key purpose statement<sup>1</sup>, 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. They can be found in the principles of care unit HSC24. To achieve this unit you must demonstrate that you have applied the

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<sup>1</sup> 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"

principles of care outlined in unit HSC24 in your practice and through your knowledge.

## 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.**

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<b>Carers</b>	Look after family, partners or friends in need of help because they have a disability. The care they provide is unpaid.
<b>Individuals</b>	The actual people requiring health and care services. Where individuals use advocates or 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
<b>Others</b>	Are other people within and outside your organisation that are necessary for you to fulfil your job role
<b>Rights</b>	The rights that carers have to: <ul style="list-style-type: none"><li>• be respected</li><li>• be treated equally and not be discriminated against</li><li>• be treated as an individual</li><li>• be treated in a dignified way</li><li>• privacy</li><li>• be protected from danger and harm</li><li>• be supported in a way that meets their needs, takes account of their choices and also protects them</li><li>• access information about themselves</li><li>• communicate using their preferred methods of communication and language</li></ul>

**HSC227a** Contribute to working in collaboration with carers to identify their needs and preferences

**Performance Criteria**

You need to show that,

1. you develop relationships with **carers** that recognises their role and expertise
2. you work with appropriate people to identify relevant and useful information for carers
3. you ensure that you understand, and can use and explore any information with carers, using their preferred language and communication methods
4. you work with appropriate people to gather information about resources, services, facilities and support groups that are available to meet the needs and preferences of carers
5. you work with the carers to identify what support is needed by the **individuals** that they care for, to enable the carer to select and use the options they prefer and identify any associated risks
6. you follow organisational procedures when you find information that is discriminatory
7. you seek additional help where the needs are outside your scope of responsibility and expertise

**HSC227b** Contribute to working with carers to access and use resources, services, facilities and support groups

**Performance Criteria**

You need to show that,

1. you contribute to planning with carers and **others** how carers will access and use resources, services, facilities and support groups
2. you work with carers to support them to access the resources, services, facilities and support groups they have identified
3. you work with carers and others to support individuals to access and use agreed resources, services, facilities and support groups
4. in agreement with carers, you provide feedback on:
  - any difficulties carers are having in accessing and using agreed resources, services, facilities and support groups
  - any changes in their lives and well-being
  - any risks that have emerged and have to be managed
5. you follow organisational procedures when you and carers find any aspect of the agreed resources, services, facilities and support groups discriminatory

## **HSC227c**     Contribute to the review of services and facilities for carers

### **Performance Criteria**

You need to show that,

1. you agree with carers and appropriate people your role and responsibilities in the review and the criteria to be used
2. you explore with carers which resources, services, facilities and support groups have been helpful and less than helpful
3. you identify with carers any changes that are necessary to the resources, services, facilities and support groups and how these may be facilitated
4. you provide feedback on the resources, services, facilities and support groups used by carers and the effect these have had on their lives and on the lives of individuals for whom they care
5. you work with those involved in the review to identify any changes that have been agreed
6. you work with carers and others to implement agreed changes
7. you seek additional help where the changes are outside your scope of responsibility and expertise

## **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.**

You need to show that you know, understand and can apply in practice:

### **Values**

1. legal and organisational requirements on equality, diversity, discrimination and **rights** when supporting carers to care for individuals
2. how to deal with this differences in your own values and those of carers
3. how to promote the carer's rights, choices and well-being
4. how to deal with conflicts which might arise between individual's and carer's choices and needs

### **Legislation and organisational policy and procedures**

5. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of **others** when supporting carers in their caring role
6. current local, UK and European legislation, and organisational requirements, procedures and practices for:
  - accessing records
  - recording, reporting, confidentiality and sharing information, including data protection
  - health, safety, assessing and managing risks associated with supporting carers
  - supporting carers in the caring role

### **Theory and practice**

7. actions to take when there are any key changes in the conditions and circumstances of carers and the individuals they are caring for
8. types of possible abuse by carers of individuals and carers by individuals
9. the role and contribution of carers in promoting the health, social, emotional, educational, leisure and recreational needs of individuals
10. how to access information about resources, services, facilities and support groups to support the health and well-being of carers and how to work with carers to access selected resources, services, facilities and support groups
11. how the support available to carers and the length of time they have been providing care can impact on their health and well-being
12. methods of:
  - working that are effective in forming, maintaining, changing and ending relationships with carers
  - working with carers to support them to cope with the conditions that they are likely to face
  - working with carers to understand the importance of meeting their own health, social and emotional needs

