

428

## DEVELOP, IMPLEMENT AND REVIEW PROGRAMMES OF SUPPORT FOR CARERS AND FAMILIES

### Unit overview

---

#### Elements of competence

428a	Obtain information about the needs of carers and families
428b	Develop programmes of support for carers and families
428c	Implement programmes of support for carers and families
428d	Review the effectiveness of support programmes with carers and families

#### About this unit

For this unit you need to be able to develop, implement and review programmes of support for carers and families of individuals.

#### 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.

**Details** are planned, recorded and communicated 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.

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

**Participation is enabled** through: individual consultations; group meetings and events.

**Develop programmes of support for:** individual carers and family members; groups of carers and family members with similar support needs.

**Review process** in relation to: an interim review during the course of a programme of support; an outcome review at the conclusion of a programme of support.

**Review the effectiveness of programmes of support for:** individual carers and family members; groups of carers and family members with similar support needs.

**Support programmes for:** individual carers and family members; groups of carers and family members with similar support needs.

## DEVELOP, IMPLEMENT AND REVIEW PROGRAMMES OF SUPPORT FOR CARERS AND FAMILIES

### **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.**

- All parties** Including the individual with mental health needs, carers, family members and those providing support services. The principle of involving the individual with mental health needs in the planning of support programmes for their families and carers should be followed through but may not always be appropriate or feasible depending on the capabilities of the individual, their wishes or the wishes of the carer/family members
- Carers and families** Anyone who has an active and on-going informal role in caring for individuals, including those with a familial relationship to the individual. Partners, where they exist, would be considered as family members. Individuals may be an adult of working age, a child or adolescent or an older person

## 428                    **DEVELOP, IMPLEMENT AND REVIEW PROGRAMMES OF SUPPORT FOR CARERS AND FAMILIES**

428a                    Obtain information about the needs of carers and families

### **Performance criteria**

---

You need to show that:

- 1     You agree with **carers and families** on the information that can be obtained from or shared with others
- 2     You gather together all relevant, recorded information about the needs of carers and families as agreed with them
- 3     You actively involve individuals in discussions about the needs of their carers and families where appropriate and agreed with all concerned
- 4     You check and confirm the accuracy and currency of information provided with the relevant people
- 5     You ensure that all information is kept up to date and secure
- 6     You identify and assess the implications of any gaps in the information available and take action to obtain required information, consistent with the agreed boundaries of confidentiality, where this is likely to influence the design and planning of the support programme
- 7     You provide opportunities for carers and families to clarify, confirm and augment the information held about their needs, in order to ensure that it provides a complete and up-to-date basis on which to develop a support programme

## **428 DEVELOP, IMPLEMENT AND REVIEW PROGRAMMES OF SUPPORT FOR CARERS AND FAMILIES**

428b Develop programmes of support for carers and families

### **Performance criteria**

---

You need to show that:

- 1 You take account of the expressed preferences of carers and families when developing programmes of support to meet their needs
- 2 You develop programmes of support which take account of known good practice and comply with the policies and practices of the service provider, and any relevant legislation
- 3 You take account of known resource availability and constraints in planning programmes of support
- 4 You enable individuals, carers and families to participate actively in the development process
- 5 You interact with carers and families in ways which demonstrate respect for their right to contribute to the development process
- 6 You develop balanced programmes of suitable focus, nature and duration to enable the needs of carers and families to be addressed
- 7 You identify and agree the monitoring processes and evaluation criteria to be applied in implementing and reviewing the effectiveness of the programme of support

428

## DEVELOP, IMPLEMENT AND REVIEW PROGRAMMES OF SUPPORT FOR CARERS AND FAMILIES

428c Implement programmes of support for carers and families

### Performance criteria

---

You need to show that:

- 1 You plan and record the details of the programmes of support to be provided, in accordance with organisational policies and formats and statutory responsibilities
- 2 You ensure that details of the programmes of support are communicated to all those who need to receive them
- 3 You clearly and unambiguously specify and allocate the roles and responsibilities of **all parties** to the programmes of support
- 4 You enable those who will be involved in delivering the programmes of support to clarify and confirm their understanding of the programmes and their role and responsibilities within them
- 5 You monitor the implementation of the programmes of support in an effective manner
- 6 You act promptly and effectively to deal with any matters which arise and have the potential to disrupt the programmes of support
- 7 You keep accurate, complete and up-to-date records of the monitoring process and of any actions taken to ensure that implementation proceeds effectively

## **428                    DEVELOP, IMPLEMENT AND REVIEW PROGRAMMES OF SUPPORT FOR CARERS AND FAMILIES**

428d                    Review the effectiveness of support programmes with carers and families

### **Performance criteria**

---

You need to show that:

- 1     You gather all recorded information on the programmes of support and check it for relevance, accuracy, currency and reliability
- 2     You ensure that all parties are aware of the timing of the review and have the opportunity to contribute to reviewing the effectiveness of the programmes of support
- 3     You enable carers and families to express their views on the effectiveness of the programmes of support in a frank, honest and constructive manner
- 4     You identify and take account of the views of other service providers, agencies and practitioners who are in a position to comment knowledgeably on the effectiveness of the programmes of support
- 5     You ensure that the review process is conducted in a way and in an environment that facilitates active participation by carers and families
- 6     You clearly summarise the outcomes of the review and enable all those who have contributed to it to comment on the summary
- 7     You keep an accurate, complete and up-to-date record of the review process and decisions taken and ensure that it is stored securely
- 8     You use the results of the review process to improve the development and implementation of current and future programmes of support
- 9     You ensure that the results of the review process are communicated clearly to all those who need to receive them

## DEVELOP, IMPLEMENT AND REVIEW PROGRAMMES OF SUPPORT FOR CARERS AND FAMILIES

### **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.**

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

- 1 Relevant legislation and how this should inform the design of support programmes for carers and families
- 2 How the legislative framework affects service provider policy and practices
- 3 Relevant legislation and its implications for the recording, storing and sharing of information
- 4 The purpose and priorities of your own agency and other service providers and how these influence the kinds of support offered

#### **Theory and practice**

- 5 The types of support available to carers and families such as self-help groups, counselling, respite and how to access these
- 6 The distinction between support and family therapy/family based psychological interventions
- 7 The range of factors that need to be taken into account when developing a programme of support
- 8 Key features and requirements of the needs of the individuals for whose carers and families support programmes are being provided
- 9 The details which need to be specified in developing and implementing a programme of support
- 10 Different methods of enabling carers and families to participate in the development and review of programmes of support and their strengths and weaknesses
- 11 The importance of ensuring that carers and families are actively involved in the development and review of programmes of support
- 12 Ways in which the physical environment in which interviews and discussions take place can influence the participation of carers and families
- 13 How to communicate clearly and effectively
- 14 How to facilitate carer/family participation in the development and review processes
- 15 How to decide whether there is sufficient, relevant, accurate and current information to develop a programme of support
- 16 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
- 17 How to write reports

428

## DEVELOP, IMPLEMENT AND REVIEW PROGRAMMES OF SUPPORT FOR CARERS AND FAMILIES

### 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, 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 workplaces as linked to current legislation and valued 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 and records, feedback records, details of programmes of support, 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 key 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 they are included, they must be anonymised.**