

# Generic Service Interventions Pathway



A competency framework to support development of the learning disabilities workforce

Developing people  
for health and  
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## Acknowledgment

Health Education England gratefully acknowledge the contributions of a wide-range of people who have been involved in the development of this tool.

Key contributors include:

- Health Education West Midlands Local Education and Training Board
- Health Education West Midlands Mental Health Institute Local Education and Training Council (MHI LETC)
- The MHI LETC Learning Disability Workforce Innovation Programme Board and contributors to project groups
- Black Country Partnership NHS Foundation Trust – with particular thanks to Chris Oakes (Executive Sponsor of delivery programme) and Lisa Proctor (Programme Manager)
- Skills for Health
- Representatives of providers of West Midlands Learning Disability Services who have helped shape and develop the programme
- The people with learning disabilities who have helped shape this tool and provided expert reference, advice and guidance
- Dr Teresa Hewitt-Moran – MHI LETC Senior Lead
- Dr Ashok Roy – HEE Clinical Advisor (learning disabilities)
- Chris Malvern – MHI LETC Workforce Development Specialist.



## Document purpose

This document was commissioned by Health Education England to support development of the learning disability workforce and outline where further support and information can be found.

## Using the framework

The framework has particular relevance for:

- Learning Disability Service Managers – who can use the framework to better understand the development needs of the workforce. It will help them understand how to maximise the contribution of the existing workforce and identify new ways of working within a framework that is person-centred and focused on improving health and care outcomes. It will help identify the need for, and development of, new roles
- Education Commissioners – who can use the framework to support competency based curriculum development activities
- People with a learning disability (and their carers) who wish to contribute to the development of care services
- Service Commissioners – who will gain an insight into competency based workforce development approaches and can use the tool to help describe service models and assurance activities that underpin the delivery of effective services.

## Background

Health Education England, in partnership with Skills for Health, developed this competency framework to help identify and develop effective education and training. The framework identifies things that people who provide learning disability services need to know and do when delivering service interventions. It should be viewed as complementary to a range of other competency frameworks and was developed to fill a gap in the existing tools.

## Generic Service Interventions Pathway – what is it and what does it mean to me?

To support the development of the framework and enable co-production with people with learning disabilities, an 'I Story Framework' was developed to correspond to the Generic Service Interventions Pathway (figure 1). Together they outline what the intent behind the service intervention is and what that means for people accessing the service. The approach was viewed to be a particularly useful mechanism in retaining a focus on needs.

A number of statements were developed by an expert reference group to explain the activities that are required to deliver the intervention. These were further examined to identify the skills and knowledge required to undertake the specified activities. To ensure consistency, these have been mapped to the National Occupational Standards that describe each competence.

The framework supports workforce competency mapping, skills gap analysis and effective commissioning of services and education. How the framework relates to the development of the workforce is described at a high level in appendix 1.

## Scope and supporting information

The framework covers clinical learning disability workforce roles in delivery of care for people with complex needs and should be viewed in the context of system-wide efforts to ensure that services are delivered by caring, compassionate, knowledgeable, skilled and supported staff. The expert reference group participants were keen to contextualise this with reference to the 6Cs (see appendix 5).

The framework does not include organisational skills and so excludes:

- leadership and management skills
- six core dimensions of the 'NHS Knowledge and Skills Framework' (KSF)
- administrative and clerical functions
- information and technology skills.

See appendix 2 for further information about how the framework relates to the 'Career Framework' and 'Employability Skills Matrix'.

See appendix 3 for further information about the core skills identified in the process of developing the framework.

The development of this framework has identified specific knowledge and understanding required by all those working in learning disability services,

making it of particular use to those responsible for identifying or commissioning education and training for the learning disability workforce – this is summarised in appendix 4.

Competencies from the 'Positive Behavioural Support Framework' have been included within this framework. Please see Appendix 6 for details about how this was undertaken.

**Figure 1. Generic Service Interventions Pathway**

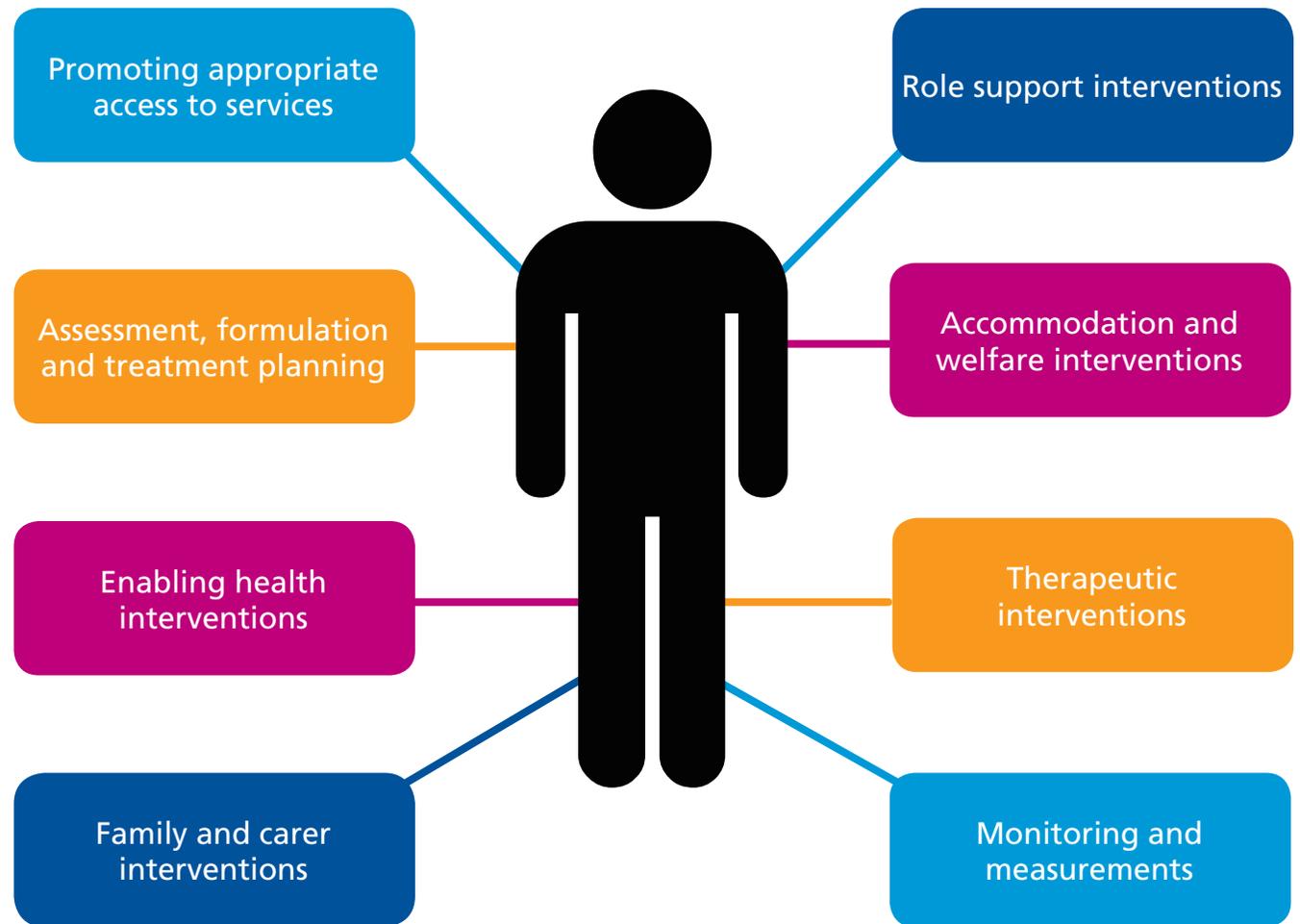


Figure 2.

What does it mean for people accessing services – ‘I Story’	Generic Service Interventions Pathway in detail
<p><b>Promoting appropriate access to services</b></p> <ul style="list-style-type: none"> <li>• “I know how to get the right service for me.”</li> <li>• “My care is managed well and I am involved in all decisions.”</li> <li>• “I feel safe and I am allowed to make mistakes just like everyone else.”</li> <li>• “I don’t hurt myself or other people.”</li> <li>• “When things go wrong I know what to do to start making things better.”</li> </ul>	<p><b>Promoting appropriate access to services</b></p> <ul style="list-style-type: none"> <li>• managing referrals, transfers, transitions and discharges</li> <li>• managing a care programme approach including care planning</li> <li>• positive risk management (including risk to self and others, safeguarding and personal safety)</li> <li>• crisis and emergency planning.</li> </ul>
<p><b>Assessment, formulation and treatment planning</b></p> <ul style="list-style-type: none"> <li>• “People who help me understand what I am able to do and support me to make decisions for myself.”</li> <li>• “When I cannot make a decision for myself people know what I would like to happen.”</li> <li>• “People who help me all understand what they can do together to start to make things better.”</li> </ul>	<p><b>Assessment, formulation and treatment planning</b></p> <ul style="list-style-type: none"> <li>• undertaking assessment processes including functional analysis</li> <li>• mental capacity</li> <li>• processing information and formulation</li> <li>• treatment planning.</li> </ul>
<p><b>Enabling health interventions</b></p> <ul style="list-style-type: none"> <li>• “People who help me know who else can help too.”</li> <li>• “I know what to do to stay healthy.”</li> <li>• “People make sure that I am treated the same as everyone else (even when they need to change things to make this happen).”</li> </ul>	<p><b>Enabling health interventions</b></p> <ul style="list-style-type: none"> <li>• signposting and supporting access to mainstream health services</li> <li>• promoting healthy lifestyle choices</li> <li>• supporting choices and self-determination</li> <li>• promoting effective communication about health needs.</li> </ul>
<p><b>Family and carer interventions</b></p> <ul style="list-style-type: none"> <li>• “The people who help me all the time get looked after too.”</li> <li>• “The people who look after me all the time know what to do.”</li> <li>• “My family is helped when they need it.”</li> </ul>	<p><b>Family and carer interventions</b></p> <ul style="list-style-type: none"> <li>• carers’ assessments</li> <li>• maintaining relationships</li> <li>• supporting families (including siblings)</li> <li>• supporting carers with their needs</li> <li>• supporting carers to undertake the caring role.</li> </ul>

What does it mean for people accessing services – 'I Story'	Generic Service Interventions Pathway in detail
<p><b>Role support interventions</b></p> <ul style="list-style-type: none"> <li>• “The people who help me know what I like and help me to do the things I want to.”</li> <li>• “I get help in the same way as everyone else (even when things need to change to make this happen).”</li> <li>• “I have a busy and fun life.”</li> </ul>	<p><b>Role support interventions</b></p> <ul style="list-style-type: none"> <li>• supporting person centred activities and functioning: independence (including personal budgets), communication, social, spiritual, sexual health and personal care also mitigate other stigmatising factors</li> <li>• maintaining and developing community links and opportunities to engage in mainstream activities including social care, education, employment, housing, transport and leisure services.</li> </ul>
<p><b>Therapeutic interventions</b></p> <ul style="list-style-type: none"> <li>• “The people who help me know what to do to help me feel better when I feel ill or struggle with things.”</li> </ul>	<p><b>Therapeutic interventions</b></p> <ul style="list-style-type: none"> <li>• physical healthcare (including dysphagia and seizures management)</li> <li>• evidence-based talking therapies</li> <li>• medications management.</li> </ul>
<p><b>Accommodation and welfare interventions</b></p> <ul style="list-style-type: none"> <li>• “I choose where I want to live and get help to pay for the things I need.”</li> </ul>	<p><b>Accommodation and welfare interventions</b></p> <ul style="list-style-type: none"> <li>• practical housing support</li> <li>• accessing benefits.</li> </ul>
<p><b>Monitoring and measurements</b></p> <ul style="list-style-type: none"> <li>• “When things go wrong help is there for me.”</li> <li>• “I know where to get help that is right for me.”</li> <li>• “I am safe but can make mistakes.”</li> <li>• “I don’t get or feel ill too much.”</li> <li>• “They all know what to do to help me stay happy and healthy.”</li> <li>• “I feel happy in my life.”</li> <li>• “I help myself stay healthy.”</li> <li>• “People who help me all the time and my family get help too.”</li> <li>• “I live where I want to and have the things I need.”</li> <li>• “I can do things I like to and get help in the same way as everyone else.”</li> </ul>	<p><b>Monitoring and measurements</b></p> <ul style="list-style-type: none"> <li>• physical health observations (focus on complications associated with learning disabilities)</li> <li>• mental wellbeing state</li> <li>• effectiveness of enabling and therapeutic interventions</li> <li>• effectiveness of family carer interventions</li> <li>• effectiveness of accommodation and welfare interventions</li> <li>• effectiveness of role support interventions</li> <li>• effectiveness of care programme approach and risk management activities</li> <li>• service-user satisfaction</li> <li>• The ‘Health Equalities Framework’ (HEF).</li> </ul>

## Mapping National Occupational Standards to the framework

Key stakeholders took part in workshops to help identify relevant National Occupational Standards.

Participants identified what people needed to know and do to deliver the service interventions identified.

Having identified knowledge and skills requirements, Skills for Health mapped the standards to the framework. The framework was then further refined through a variety of approaches and with the support of expert reference groups.

## Generic Service Interventions Pathway Competency Framework

### Needs



#### Pathway point: Promoting appropriate access to service

##### 'I Story' – what it means for me:

- "I know how to get the right service for me."
- "My care is managed well and I am involved in all decisions."
- "I feel safe and I am allowed to make mistakes just like everyone else."
- "I don't hurt myself or other people."
- "When things go wrong I know what to do to start making things better."

##### Related service interventions:

- managing referrals, transfers, transitions and discharges
- managing care programme approach, including care planning
- positive risk management (including risk to self and others, safeguarding and personal safety)
- crisis and emergency planning

## ACTIVITY

### Promoting appropriate access to services - supporting individuals

#### Requires a knowledge and understanding of:

- how to promote the service, verbal, written (easy read) or electronic, formal or informal, and what reasonable adjustment means
- why and how good written and verbal communication (including by telephone) is essential
- eligibility criteria and requirements, e.g. age, disability, terms of the service
- how to support most appropriate referral
- how to support access to own agency, other agencies, services within social care and other organisations, local people and services, and community links.

#### Requires the ability to:

- promote the service in a variety of ways, e.g. verbal, written (easy read) or electronic, formal or informal, offering guidance
- communicate effectively with people with communication difficulties, including written and verbally and particularly by telephone
- assess service users for eligibility
- signpost when appropriate
- plan a pathway for an individual.

#### Related National Occupational Standards:

Provide advice and information to those who enquire about health and social care services Ref: SCDHSC0419

Advise and inform others on services Ref: CHS174

Advise on access to and use of services Ref: CHS177

Support individuals to access information on services and facilities Ref: SCDHSC0026

## ACTIVITY

### Promoting appropriate access to services - planning and implementing services

#### Requires a knowledge and understanding of:

- pathways and pathway planning
- pathways and pathway commissioning
- service planning and service development including multi agency working
- how policy and processes relating to care provision, care programme and planning are developed.

#### Requires the ability to:

- plan and develop pathways for a service
- plan, commission and develop services
- develop policy and processes leading to care planning or provision.

#### Related National Occupational Standards:

Support the development of strategies to meet local needs for health care services Ref: GEN53

Contribute to establishing commissioning priorities and balancing demands on resources Ref: SCDCPC315

Lead the development of inter-agency services for addressing health and wellbeing needs Ref: GEN124

Lead the implementation of inter-agency services for addressing health and wellbeing needs Ref: GEN125

## ACTIVITY

### Managing referrals, transfers, transitions and discharges

#### Requires a knowledge and understanding of:

- the multi-disciplinary team (MDT)
- how to contribute to multi-disciplinary team decision-making
- the role of liaison professionals, particularly in relation to the criminal justice system
- how to support transitions, e.g. acute-community, out-of-area, in-area.
- how to support transition from child to adult, adult to elderly
- how to plan discharge
- Mental Health Act relating to discharge and the roles and responsibilities it requires.

#### Requires the ability to:

- work as part of a multi-disciplinary team and contribute to multi-disciplinary team decision-making
- take part in multi-disciplinary team referral meetings
- refer service users onto other services
- support referrals and transitions
- carry out appropriate handover
- manage or support management of the transition from school and child services to adult services
- carry out or contribute to discharge planning
- manage the discharge process
- support or carry out discharge process.

#### Related National Occupational Standards:

Manage provision of care services that deal effectively with transitions and significant life events Ref: SCDLMCSB3

Work with others to facilitate the transfer of individuals between agencies and services Ref: GEN123

Refer individuals to specialist sources of assistance in meeting their health care needs Ref: CHS99

Support individuals to secure services in order to achieve outcomes Ref: SCDCPC316

Assist in the transfer of individuals between agencies and services Ref: SCDHSC0386

Arrange services and support with other health care providers Ref: CHS98

Prepare a discharge plan with individuals Ref: CHS122

Inform an individual of discharge arrangements Ref: GEN16

Contribute to the discharge of an individual into the care of another service Ref: GEN17

Discharge and transfer individuals from a service or your care Ref: GEN28

## ACTIVITY

### Managing the care plan approach, including care planning

#### Requires a knowledge and understanding of:

- the care plan approach framework
- how to contribute to or lead on care planning
- how to construct and write a care plan or support plan
- what a legal and ethical approach involves, including mental capacity assessment and best interests assessment, when and how these required, and also incorporating positive risk-taking
- relevant health issues including co-morbid health-related conditions, complex physical health requirements, challenging behaviour, psychological healthy living environments
- the health action plan and with respect to who should do what, e.g. person, provider, organisation, mainstream NHS
- what personalisation implies and requires
- the use of advocacy skills to support the individual and enable/broker health interventions.
- all professional roles and contributions and where your own role fits into the care plan
- how to contribute to/manage care-coordination.

#### Requires the ability to:

- manage a care programme
- write a care plan or support plan, employing a person-centered approach
- inform and support other care givers/staff to manage particular interventions
- monitor treatment/care and make appropriate changes.
- make observations and record/report appropriately
- contribute or manage care co-ordination.

#### Related National Occupational Standards:

Obtain valid consent or authorisation Ref: CHS167

Plan activities, interventions and treatments to achieve specified health goals Ref: CHS44

Enable individuals to make informed health choices and decisions Ref: PE1

Develop care pathways for patient management Ref: CHS173

Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals  
Ref: CHS233

## ACTIVITY

### Positive risk management including risk to self and others, safeguarding and personal safety

#### Requires a knowledge and understanding of:

- the requirements and uses of risk assessment
- person-centred values based risk assessment
- how and when it should take place
- the decision-making process
- risk management, positive risk management
- the safeguarding issues arising in the changing contexts of interventions
- how to recognise an safeguarding issue
- how to respond to a safeguarding issue
- implications and monitoring in all contexts including bed-based services, community settings, home settings and the ability to fulfil the safeguarding role, including emotional, financial, physical and sexual
- the role of culture in safeguarding situations
- the management of actual or potential aggression, and the impact on health needs
- proactive and reactive strategies and environmental issues, least restrictive principle, safe restrictive physical interventions.

#### Requires the ability to:

- use a risk assessment toolkit
- carry out a risk assessment, relevant to the context of the service user and act accordingly
- demonstrate formulation of decision-making around risk assessment
- carry out and integrate a risk assessment into the planning and provision of care
- to work to assess and manage risk in conjunction with the multi-disciplinary team, in a multi-agency environment
- to manage risk in conjunction with safeguarding, with the multi-disciplinary team, across the pathway, working with systems/families/carers in care planning
- manage the safeguarding issues arising in the changing contexts of interventions
- to monitor safeguarding in all contexts
- undertake a risk assessment
- manage actual or potential aggression
- in line with current legal requirements.

#### Related National Occupational Standards:

Promote the safeguarding of children and young people Ref: SCDHSC0034  
 Promote the safeguarding of individuals Ref: SCDHSC0035  
 Recognise and respond to possible abuse of children and young people Ref: CS18  
 Contribute to the prevention and management of abusive, aggressive and challenging behavior Ref: GEN134  
 Identify, assess and review the risk of violence to workers Ref: PMWRV2  
 Protect yourself and others from the risk of violence at work Ref: PMWRV3  
 Make sure communication is effective following an incident of violence at work Ref: CFAWRV10

Develop risk management plans to promote independence in daily living Ref: SCDHSC0450  
 Minimise the risks to an individual and staff during clinical interventions and violent and aggressive episodes Ref: FMH5  
 Assess the need for intervention and present assessments of individuals' needs and related risks Ref: CHS230  
 Assess individuals' needs and circumstances and evaluate the risk of abuse, failure to protect and harm to self and others Ref: CHS229

## ACTIVITY

### Crisis and emergency planning

#### Requires a knowledge and understanding of:

- crisis and emergency planning.

#### Requires the ability to:

- lead on or contribute to the formulation of crisis and emergency plans
- carry out of crisis and emergency planning.

#### Related National Occupational Standards:

Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals Ref: CHS233  
Respond to potential crisis and relapse for an individual in the community Ref: FMH18

## 2 Pathway point: Assessment, formulation and treatment planning

#### 'I Story' – what it means for me:

- "People who help me understand what I am able to do and support me to make decisions for myself."
- "When I cannot make a decision for myself people know what I would like to happen."
- "People who help me all understand what they can do together to start to make things better."

#### Related service interventions:

- undertaking assessment processes including functional analysis
- mental capacity
- processing information and formulation
- treatment planning.

## ACTIVITY

### Undertaking assessment processes including functional analysis

#### Requires a knowledge and understanding of:

- the underpinning knowledge required
- the process of assessment
  - of daily activities
  - of mental and physical health conditions
  - standard, generic, specialist, repeat
  - complex, profession specific
- triage
- the use of assessment tools
- how to analyse and process assessment findings to determine interventions necessary
- functional analysis.

#### Requires the ability to:

- undertake assessments
  - standard
  - generic
  - specialist
  - repeat
  - mental and physical health conditions
  - complex
  - profession specific.
  - of daily activities
- undertake triage assessments
- use assessment tools
- analyse assessment findings and determine interventions indicated
- undertake functional analysis.

#### Related National Occupational Standards:

Identify individuals with (or at risk) of developing long-term conditions or related ill health Ref: CHS42

Obtain a patient/client history Ref: CHS168

Plan an assessment of an individual's health status Ref: CHS38

Identify mental health needs and related issues Ref: CM D1

Assess risks associated with health conditions Ref: CHS46

Assess an individual's health status Ref: CHS39

Assess individuals with long-term conditions Ref: CHS60

Assess individual preferences and needs Ref: SCDHSC0414

Assess an individual's communication skills and abilities Ref: CHS152

Assess an individual's capabilities for rehabilitation and/or assistive technology Ref: CHS216.2014

Assess bladder and bowel dysfunction Ref: CC01

Undertake tissue viability risk assessment for individuals Ref: CHS4.2012

Undertake protocol-guided swallow screening/assessments Ref: DYS1

Undertake a specialist dysphagia assessment Ref: DYS3

Undertake a comprehensive dysphagia assessment Ref: DYS22

## ACTIVITY

### Mental capacity

#### Requires a knowledge and understanding of:

- underpinning knowledge required for and the process of assessment
- assessment tools how they are used and what they indicate
- the Mental Capacity Act, mental capacity assessment and who should be involved.

#### Requires the ability to:

- carry out a mental capacity assessment
- communicate and share information with teams to ensure a positive outcome for the individual
- lead on carrying out a mental capacity assessment
- refer onto to specialist services where required.

#### Related National Occupational Standards:

Plan inter-disciplinary assessment of the health and well-being of individuals Ref: CHS52

Assess the need for intervention and present assessments of individuals' needs and related risks Ref: CHS230

## ACTIVITY

### Intervention and treatment planning

#### Requires a knowledge and understanding of:

- person-centred planning, including how to involve the individual, and use of person centred thinking tools
- treatment, intervention and care plans
- how to produce or contribute to treatment, intervention and care plans
- how to use assessments to inform professional judgement and decision-making
- interventions, e.g. cognitive behavioural therapy, systemic, Positive Behaviour Support, psychodynamic therapy, psychotherapy
- how to observe and record information to support behavioural analysis and inform plans.

#### Requires the ability to:

- involve the patient or client in planning
- ensuring effective verbal communication
- contribute to the production of treatment, intervention and care plans
- use assessments to inform professional judgement and decision-making
- use person-centred thinking tools
- make decisions and adapt plans to suit the requirements of the individual
- gather, observe and record information to support analysis and inform planning.

#### Related National Occupational Standards:

Prioritise treatment and care for individuals, according to their health status and needs Ref: CHS121

Develop and agree care management plans with individuals diagnosed with long-term conditions Ref: CHS84

Plan activities, interventions and treatments to achieve specified health goals Ref: CHS44

Provide clinical information to individuals Ref: CHS56

Work with people to identify their needs for safety, support and engagement and how these needs can best be addressed Ref: GEN112

Agree courses of action following assessment to address health and wellbeing needs of individuals Ref: CHS45

Determine a treatment plan for an individual Ref: CHS41

Develop a dysphagia care plan Ref: DYS4

Refer individuals to specialist sources of assistance in meeting their health care needs Ref: CHS99

## ACTIVITY

### Processing information and formulation

#### Requires a knowledge and understanding of:

- how to gain information from others about a service user, e.g. family, carers, support workers
- how to incorporate input from broader multi-disciplinary teams including external agencies, police, housing, community care.
- when and how to seek expert advice
- how to process information and carry out formulation i.e. how to bring information together from all different sources and work out relevance to current presentation and derive an appropriate intervention strategy.

#### Requires the ability to:

- gain information from others about a service user, e.g. family, carers, support workers
- utilise the broader MDT including external agencies, police, housing, community care
- seek expert advice
- analyse and process information and formulate a appropriate intervention strategy
- formulate a hypothesis.

#### Related National Occupational Standards:

Obtain information to inform the assessment of an individual Ref: CM A1

Agree courses of action following assessment to address health and wellbeing needs of individuals Ref: CHS45

Assess, diagnose and formulate an individual's mental health disorder Ref: FMH1

Form a professional judgement of an individual's health condition Ref: CHS118

## Interventions

### 3 Pathway point: enabling health interventions

#### 'I Story' – what it means for me:

- "People who help me know who else can help too."
- "I know what to do to stay healthy."
- "People make sure that I am treated the same as everyone else (even when they need to change things to make this happen)."

#### Related service interventions:

- signposting and supporting access to mainstream health services
- promoting healthy lifestyle choices
- supporting choices and self-determination
- promoting effective communication about health needs.

## ACTIVITY

### Signposting and supporting access to mainstream health services

#### Requires a knowledge and understanding of:

- that people with learning disabilities have poorer health than their non-disabled peers and differences in health status
- de-sensitisation related to health assessment and intervention procedures.
- the increased risk associated with specific genetic and biological causes of learning disabilities
- health issues, which may be mental, physical or psychological, and to respond with appropriate action
- the elderly presenting with common presentations relevant to learning disabilities, e.g. epilepsy, sensory needs, self-injury
- the transition from child to adult services, understanding the value of early signposting
- the prison service and prison population
- the traveller population and of migrant or disengaged groups
- Black and minority ethnic (BME) groups
- local specialist and mainstream services, and the way they work together.

#### Requires the ability to:

- identify health issues, which may be mental, physical or psychological, and to respond with appropriate action
- decide or contribute to the decision as to which is the best service to meet the need
- understand the value of early signposting
- navigate for an individual through local specialist and mainstream services
- manage or contribute to the management of the transition from mainstream child to adult services
- work with elderly individuals with common presentations relevant to learning disabilities i.e. epilepsy, sensory needs, self-injury
- support health checks for people with learning disabilities and understanding the purpose.

#### Related National Occupational Standards:

Arrange services and support with other health care providers Ref: CHS98  
 Direct requests for assistance, care or treatment using protocols and guidelines Ref: GEN59  
 Manage and support the progress of individuals through patient pathways Ref: CHS124

Support individuals to use services and facilities Ref: SCDHSC0330  
 Enable individuals and families to identify factors affecting, and options for, optimising their health and well-being Ref: GEN106  
 Refer individuals to specialist sources of assistance in meeting their health care needs Ref: CHS99

## ACTIVITY

### Promoting healthy lifestyle choices

#### Requires a knowledge and understanding of:

- the services providing healthy lifestyle advice and options
- health promotion and healthy lifestyle choices, e.g. obesity management, smoking cessation, balanced lifestyle, work, rest and play.

#### Requires the ability to:

- refer to services providing healthy lifestyle advice and options
- suggest, encourage, and support and promote healthy lifestyle options:
  - a balanced lifestyle, work, rest and play
  - obesity management, smoking cessation.

#### Related National Occupational Standards:

Contribute to raising awareness of health issues Ref: SCDHSC3103

Promote the benefits of activities to improve physical health and well-being Ref: CHS235

Support the implementation, monitoring, evaluation and improvement of awareness raising around health and wellbeing issues Ref: GEN128

Enable people to address issues related to health and wellbeing Ref: PHP41

Enable individuals to change their behavior to improve their own health and wellbeing Ref: HT3

Enable individuals and families to identify factors affecting, and options for, optimising their health and wellbeing Ref: GEN106

Communicate with individuals about promoting their health and wellbeing Ref: HT2

Provide information and advice to individuals on eating to maintain optimum nutritional status Ref: CHS148

Provide information to individuals, groups and communities about promoting health and wellbeing Ref: PHP13

## ACTIVITY

### Supporting choices and self-determination

#### Requires a knowledge and understanding of:

- how contracts are set up for support services to meet an individual's needs
- the information required to help the individual to make choices
- methods of communication needed to enable the individual to make choices
- ways to adapt information and knowledge formats, and how to devise creative solutions to communication problems for individuals
- remove of valid consent and its implications.

#### Requires the ability to:

- set up contracts for support services to meet individual needs.
- inform, guide and support individuals while allowing them to make own choices
- adapt knowledge, and devise creative solutions to communication problems for individuals
- enable individuals to make informed judgments, particularly with respect to risk management
- use the principles of valid consent in practice.

#### Related National Occupational Standards:

Procure services for individuals Ref: SCDHSC0443

Support individuals to secure services in order to achieve outcomes Ref: SCDCPC316

Provide advice and information to individuals on how to manage their own condition Ref: GEN14

Enable individuals to make informed health choices and decisions Ref: PE1

Enable individuals and families to identify factors affecting, and options for, optimising their health and well-being Ref: GEN106

Provide advice and information to children and young people and those involved in their care on how to manage their own condition Ref: CS30

Support individuals to access information on services and facilities Ref: SCDHSC0026

Support individuals to represent their own wishes and needs at decision-making events Ref: SCDHSC0366

Provide information and advice to support individuals in undertaking desired occupational and non-occupational activities Ref: GEN46

Agree actions to assist individuals in undertaking desired occupational and non-occupational activities Ref: GEN47

Enable individuals with long-term conditions to make informed choices concerning their health and wellbeing Ref: CM C3

Support individuals to manage their own health and social wellbeing Ref: SCDHSC3112

Support individuals to use services and facilities Ref: SCDHSC0330

Enable people with mental health needs to choose and participate in activities that are meaningful to them Ref: MH38.2013

Enable people with mental health needs to participate in activities and networks Ref: MH42.2013

## ACTIVITY

### Promoting effective communication about health needs

#### Requires a knowledge and understanding of:

- how to communicate and work with other providers to achieve best outcomes for an individual
- psychological problems, challenging behaviour, anxiety, sleep difficulties, family dynamic, parenting and abuse and environmental, eating and drinking difficulties, capacity assessments, consent, mental health i.e. low mood, obsessive, psychosis

#### Requires the ability to:

- communicate and work with other providers to achieve the best outcome for an individual.

#### Related National Occupational Standards:

Develop and sustain productive working relationships with colleagues Ref: CFAM&LDD1

Develop and sustain productive working relationships with stakeholders Ref: CFAM&LDD2

## Interventions

# 4 Pathway point: therapeutic interventions

### 'I Story' – what it means for me:

- “The people who help me know what to do to help me feel better when I feel ill or struggle with things.”

### Related service interventions:

- physical health care (including dysphagia and seizures management)
- evidence-based talking therapies
- medications management.

## ACTIVITY

### Physical health care (including dysphagia and seizures management)

#### Requires a knowledge and understanding of:

- different therapeutic approaches
- models of therapeutic framework, evidence and research, and how they may be adapted to help individuals
- physical health and factors such as diabetes, epilepsy, obesity, dementia
- autism and learning disability, cognitive decline, mental health
- hoarding
- epilepsy and other neurological conditions
- neuropsychological assessments, interventions and monitoring
- a range of care support activities
- the nursing cycle: assess, plan, implement and evaluate nursing care
- first aid
- therapeutic interventions, e.g. in therapy services
- the management of physical conditions, e.g. positive movement, mobility, sensory integration, skill maintenance, skill development, engagement, activities of daily living, environmental impact
- arts therapy
- dysphagia management
- diet interventions
- postural management and seating advice
- postural drainage
- passive movement
- rebound
- sleep system
- falls prevention and management
- hydrotherapy
- specialist/complex equipment and assistive technology and its use
- how and when to prescribe equipment
- how to teach users and carers how to use equipment
- assistive technology, equipment and its care.

#### Requires the ability to:

- advise, supervise and offer consultancy
- use critical analysis
- use and adapt models or therapeutic framework /evidence/research and adapt to make relevant for the individual
- support delivery of the care plan
- assist with communication
- undertake falls prevention interventions
- undertake phlebotomy
- manage physical conditions
- carry out basic life support
- undertake first aid interventions.
- manage symptoms and episodes alongside treatment, care plan and interventions
- carry out therapeutic interventions
- assist with the implementation of therapeutic interventions
- manage and support an individual with dysphagia
- prescribe correct equipment
- explain the use of equipment to users and carers
- care for equipment.

## ACTIVITY

### Physical health care (including dysphagia and seizures management)

#### Related National Occupational Standards:

##### **Cross cutting NOS**

Advise on requirements for choice of therapeutic intervention Ref: CHS179

Provide clinical information to individuals Ref: CHS56

Implement a treatment plan. Ref: CHS225

Implement specific parts of individualised programmes of care Ref: CHS234

Contribute to implementation of care or support plan activities Ref:  
SCDHSC0025

Manage Emergency Situations Ref: CHS163

Facilitate the individual's management of their condition and treatment  
plan Ref: CHS55

Prepare individuals for healthcare activities Ref: GEN4

##### **Communication related NOS**

Develop activities and materials to enable individuals to achieve specified  
communication goals Ref: CHS156

Provide support to individuals to develop their communication skills Ref:  
CHS157

Develop, prepare and maintain resources for use by individuals who  
use Augmentative and Alternative Communication (AAC) systems Ref:  
CHS154.2014

Enable individuals from diverse linguistic and cultural backgrounds to access  
Speech and Language Therapy services Ref: CHS158

Support individuals with communication and interaction difficulties Ref:  
GEN85

Support individuals with specific communication needs Ref: SCDHSC0369

Assist and support individuals to use Augmentative and Alternative  
Communication (AAC) systems Ref: CHS155.2014

##### **Dysphagia related NOS**

Develop a dysphagia care plan Ref: DYS4

Assist others to monitor individuals' attempts at managing dysphagia Ref:  
CHS160

Provide support to individuals to develop their skills in managing dysphagia  
CHS159

##### **Equipment Related NOS**

Prescribe the use of equipment, medical devices and products within  
healthcare Ref: CHS222.2014

Fit healthcare equipment, medical devices, or products to meet individuals'  
clinical needs Ref: CHS223.2014

Support the use of technological aids to promote independence Ref:  
SCDHSC0370

##### **Mobility/hydrotherapy related NOS**

Implement programmes and treatments with individuals who have  
restricted movement / mobility Ref: CHS135

Implement mobility and movement programmes for individuals to restore  
optimum movement Ref: CHS137

Assist in the implementation of programmes and treatments with  
individuals who have severely restricted movement / mobility  
Ref: CHS136

Assist in the implementation of mobility and movement programmes for  
individuals to restore optimum movement and functional independence  
Ref: CHS138

Implement hydrotherapy programmes for individuals and groups CHS139

## ACTIVITY

### Physical health care (including dysphagia and seizures management)

#### Related National Occupational Standards:

##### Rehabilitation, occupation and arts related NOS

Provide information and advice to support individuals in undertaking desired occupational and non-occupational activities Ref: GEN46

Agree actions to assist individuals in undertaking desired occupational and non-occupational activities Ref: GEN47

Enable individual expression using creative arts therapies Ref: CHS153

##### Diabetes related NOS

Identify hypoglycemic emergencies and help others manage them Ref: Diab HD4

Work in partnership with individuals to sustain care plans to manage their diabetes Ref: Diab HA2

Develop, agree and review a dietary plan for an individual with diabetes Ref: Diab HA7

Help an individual understand the effects of food, drink and exercise on their diabetes Ref: Diab HA5

Help individuals with diabetes to change their behaviour to reduce the risk of complications and improve their quality of life Ref: Diab HA6

Enable individuals with diabetes to monitor their blood glucose levels Ref: Diab HA8

Help an individual with diabetes to improve blood glucose control Ref: Diab HA9

Assess and investigate individuals with suspected diabetes Ref: Diab GA2

Inform individuals of a diagnosis of Type 2 diabetes or impaired glucose tolerance Ref: Diab GA4

Assess the healthcare needs of individuals with diabetes and agree care plans Ref: Diab HA1

## ACTIVITY

### Evidence-based talking therapies

#### Requires a knowledge and understanding of:

- different therapeutic approaches
- systemic approaches
- models or therapeutic framework, evidence and research, and how they may be adapted to help the individual
- psychological and emotional health formulation
- evidence based-cognitive behavioural therapy and dialectical behavioural therapy
- mental health and scientific practitioner model
- behavioural approaches, positive behaviour support
- psychotherapy
- anxiety and depression
- counseling
- family therapy
- systemic therapy
- relationship and sexuality therapy
- forensic support
- court reports
- attention deficit hyperactivity disorder
- eye movement de-sensitisation and reprocessing
- IQ assessment
- personality disorder and self-injuring behaviour
- management of offending behaviour, e.g. sex offenders, fire-setters
- working with profound and multiple learning disabilities
- challenging behaviour
- relationship difficulties
- family dynamics

#### Requires the ability to:

- advise, supervise and offer consultancy
- use critical analysis
- use and adapt models or therapeutic framework, evidence and research, and adapt to make relevant for the individual
- support delivery of the care
- work with patient/client groups as part of therapeutic process.

## ACTIVITY

### Evidence-based talking therapies

#### Requires a knowledge and understanding of:

- trauma and abuse
- behavioural phenotypes
- self-injury
- management of emotional difficulties, e.g. anxiety, low mood, anger, aggression
- sleep difficulty
- behavioural analysis
- mental health treatments.

#### Requires the ability to:

Please refer to page 28

#### Related National Occupational Standards:

Advise on requirements for choice of therapeutic intervention Ref: CHS179

Explain the rationale for systemic approaches Ref: PT25

Undertake an assessment for family and systemic therapy Ref: PT24

Develop a formulation in family and systemic therapy Ref: PT26

Promote constructive patterns in relationships within and across systems Ref: PT31

Engage significant members of the client's system Ref: PT27

Promote the engagement of children and adolescents in family and systemic therapy Ref: PT28

Intervene in patterns within and across systems Ref: PT30

Work across different languages in family and systemic therapy Ref: PT29

Use the resources of a team in family and systemic therapy Ref: PT32

Explore differences across and within cultures in family and systemic therapy Ref: PT33

Promote change through tasks between family and systemic therapy sessions Ref: PT34

Monitor and review progress in family and systemic therapy Ref: PT35

Manage the ending of family and systemic therapy Ref: PT36

## ACTIVITY

### Evidence-based talking therapies

#### Related National Occupational Standards:

Enable the client to understand the rationale for cognitive and behavioural therapy Ref: PT04

Assess the client for cognitive and behavioural therapy Ref: PT01

Engage with the client in cognitive and behavioural therapy Ref: PT03

Foster and maintain a therapeutic alliance in cognitive and behavioural therapy Ref: PT05

Collaborate with the client in implementing cognitive and behavioural therapy Ref: PT06

Develop a formulation and treatment plan with the client in cognitive and behavioural therapy Ref: PT02

Agree goals for cognitive and behavioural therapy with the client Ref: PT07

Match the structure and pace of cognitive and behavioural therapy sessions to the needs of the client Ref: PT08

Plan and review practice assignments in cognitive and behavioural therapy Ref: PT09

Guide and monitor progress made in cognitive and behavioural therapy Ref: PT10

Conclude cognitive and behavioral therapy with the client Ref: PT11

Establish and maintain the therapeutic relationship Ref: MH100

Identify potential mental health needs and related issues Ref: MH14.2013

Reinforce positive behavioural goals during relationships with individuals Ref: MH27.2012

Support others to promote understanding and help to improve people's mental health Ref: MH90.2013

Assess how environments and practices can be maintained and improved to promote mental health Ref: MH66.2013

Review the effectiveness of therapeutic interventions with people with mental health needs Ref: MH23.2013

Support people with mental health needs in crisis situations Ref: MH21.2013

Enable people with mental health needs to choose and participate in activities that are meaningful to them Ref: MH38.2013

Enable people with mental health needs to participate in activities and networks Ref: MH42.2013

Work with families, carers and individuals during times of relapse or crisis Ref: MH13.2012

Enable families to address issues with individuals' behaviour Ref: MH11.2012

Make and maintain personal and professional boundaries with individuals in a secure setting Ref: FMH10

Support individuals with programmes to promote positive behaviour Ref: SCDHSC0398

## ACTIVITY

### Medications management

#### Requires a knowledge and understanding of:

- policies and procedures relating to medicines
- professional accountability
- prescribing
- medicines
- medication side-effects
- administration of medication
- who to contact in an emergency
- what to do in an emergency
- safe storage and handling of medications
- nurse prescribing
- medication intervention monitoring.

#### Requires the ability to:

- manage medication
- prescribe medication
- administer medication
- assist in the administration of medication
- support self-medication.

#### Related National Occupational Standards:

Manage an individual's medication to achieve optimum outcomes Ref: CHS74

Prescribe medication for individuals with a long-term condition Ref: CM A7

Administer medication to individuals Ref: CHS3

Assist in the administration of medication Ref: CHS2

Support individuals to administer their own medication Ref: CHS237

Support individuals to take their medication as prescribed Ref: GEN135

Enable children and young people, and those involved in their care, to manage prescribed medication Ref: CS15.2015

Receive and store medication Ref: CHS1.2012

## Interventions

### 5 Pathway point: role support interventions

#### 'I Story' – what it means for me:

- “The people who help me know what I like and help me to do the things I want to do.”
- “I get help in the same way as everyone else (even when things need to change to make this happen).”
- “I have a busy and fun life.”

#### Related service interventions:

- supporting person-centred activities and functioning (including promoting independence, including personal budgets, communication, social, spiritual, sexual health and personal care, also mitigate other stigmatising factors)
- maintaining and developing community links and opportunities to engage in mainstream activities including social care, education, employment, housing, transport and leisure services.

## ACTIVITY

### Supporting person-centred activities and functioning (including mitigating stigmatising factors and promoting social, spiritual and sexual health, independence, personal budgets, communication and personal care)

#### Requires a knowledge and understanding of:

- relevant legislation, e.g. Deprivation of Liberties, Human Rights Act culture diversity, gender, sexuality (including safe sex)
- services available: step down beds
- independent and private sector provision, day services, transport provision
- sources of funding and how to access them
- different models of support
- supported living, personal assistants and direct payments
- health action plans
- the use of technologies to support the individual
- family dynamics in relation to care provision
- the influence of demographics and cultural factors.

#### Requires the ability to:

- support access services available
- identify and access sources of funding
- support the service user with respect to personal health budgets
- deliver or support personal care activities
  - assisting with food and meal preparation
  - assisting with feeding
  - productivity activities, e.g. getting dressed
- evaluate the needs of the individual with consideration for:
  - provision of a safe and supportive environment
  - capable environments
  - formation of plans
  - identification of service users' wishes
  - education requirements
  - carer and family competencies
  - psychological support
  - physical support, equipment and adaptations
  - social integration
  - management of reasonable adjustments
  - the interface with other agencies, e.g. maternity, police.

#### Related National Occupational Standards:

Support individuals to use services and facilities Ref: SCDHSC0330  
 Support individuals with cognition and learning difficulties Ref: GEN86  
 Support individuals in undertaking their desired activities Ref: GEN15

Support children and young people to manage aspects of their lives Ref: SCDHSC0038  
 Implement development activities to meet individuals' goals, preferences and needs Ref: SCDHSC03511

## ACTIVITY

### Supporting person-centred activities and functioning (including mitigating stigmatising factors and promoting social, spiritual and sexual health, independence, personal budgets, communication and personal care)

#### Related National Occupational Standards:

Develop programmes to enable individuals to find their way around environments Ref: SCDHSC0372

Support individuals to live at home Ref: SCDHSC0343

Support individuals to retain, regain and develop skills to manage their daily living Ref: SCDHSC0344

Enable individuals to maintain the safety and security of their living environment Ref: GEN104

Support individuals in their daily living Ref: SCDHSC0027

Support Individuals who are distressed Ref: SCDHSC0226

Support individuals to meet their domestic and personal needs Ref: SCDHSC0029

Enable individuals to maintain their personal hygiene and appearance Ref: GEN105

Support individuals in relation to personal and social interactions and environmental factors Ref: GEN110

Support individuals to manage their own health and social wellbeing Ref: SCDHSC3112

Support individuals to deal with relationship problems Ref: SCDHSC0356

Support individuals to manage change in their lives Ref: SCDHSC0382

Enable individuals to change their behaviour to improve their own health and wellbeing Ref: HT3

Provide help for children and young people to understand their health and wellbeing Ref: CHS34

Support individuals to carry out their own healthcare and monitoring procedures Ref: SCDHSC0225

Enable individuals to use assistive devices and assistive technology Ref: CHS239

Support individuals to manage their financial affairs Ref: SCDHSC0345

Support individuals to manage direct payments Ref: SCDHSC0346

Support individuals to represent their own wishes and needs at decision-making events Ref: SCDHSC0366

Advocate with and on behalf of individuals Ref: SCDHSC0410

Advocate with and on behalf of children and young people Ref: SCDHSC0046

## ACTIVITY

### Maintaining and developing community links and opportunities to engage in mainstream activities including social care, education, employment, housing, transport and leisure services

#### Requires a knowledge and understanding of:

- how to provide individuals with advice and support to help with making choices, for example with respect to housing
- the opportunities that are available to the individual.

#### Requires the ability to:

- evaluate the needs of the individual with consideration for:
  - formation of plans
  - education requirements
  - carer/family competencies
  - psychological support
  - physical support, equipment and adaptations
  - social integration,
  - management of reasonable adjustments
  - the interface with other agencies, e.g. maternity, police
- provide individuals with advice and support to help with making choices, for example with respect to housing.

#### Related National Occupational Standards:

Enable individuals to make their way around specific places Ref: SCDHSC0235

Support individuals to make journeys Ref: SCDHSC0028

Support individuals to access employment Ref: SCDHSC0347

Support individuals to participate in recreational activities Ref: SCDHSC0210

Enable people with mental health needs to choose and participate in activities that are meaningful to them Ref: MH38.2013

Enable people with mental health needs to participate in activities and networks Ref: MH42.2013

Support individuals to access housing and accommodation services Ref: SCDHSC0349

Support individuals to move into new living environments Ref: SCDHSC0383

Support children and young people to achieve their educational potential Ref: SCDHSC0039

## Interventions

### 6 Pathway point: family and carer interventions

#### 'I Story' – what it means for me:

- “The people who help me all the time get looked after too.”
- “The people that look after me all the time know what to do.”
- “My family is helped when they need it.”

#### Related service interventions:

- carers' assessments
- maintaining relationships
- supporting families (including siblings)
- supporting carers with their needs
- supporting carers to undertake the caring role.

## ACTIVITY

### Carers' assessments

#### Requires a knowledge and understanding of:

- carers' assessments, their purpose and content.

#### Requires the ability to:

- liaise with social workers and health workers working together to improve the quality of the carer's assessment
- carry out a carer's assessment
- carry out an informal carer's assessment.

#### Related National Occupational Standards:

Assess the needs of carers and families Ref: SCDHSC0427

Contribute to working in partnership with carers Ref: SCDHSC022

## ACTIVITY

### Maintaining relationships

#### Requires a knowledge and understanding of:

- the benefits of supporting individuals to maintain and develop their relationships with family and friends.

#### Requires the ability to:

- support individuals to maintain their relationships with family and friends.

#### Related National Occupational Standards:

Support children and young people to develop and maintain supportive relationships Ref: SCDHSC0311

Support individuals to develop and maintain social networks and relationships Ref: SCDHSC0331

Support individuals to deal with relationship problems Ref: SCDHSC0356

Support families in maintaining relationships in their wider social structures and environments Ref: SCDHSC0390

## ACTIVITY

### Supporting families, including siblings

#### Requires a knowledge and understanding of:

- roles in families and understanding of family dynamics
- needs of families and carers with high levels of stress, poverty, and isolation and poor access to services, e.g. BME groups, parents with learning disabilities
- risk management, safeguarding
- how to offer appropriate advice and support
- how to communicate clearly
- how to support families to respond early to potential difficulties/or relapse in condition or outcome
- family and carer interventions and how to undertake them
- low level preventative interventions
- family and systemic therapy for parents and carers, and the balance with service users
- healthy psychological environments
- the value of respite care, and how to support access to it.

#### Requires the ability to:

- understand family and carers, and to respect and not overburden them
- encourage independence by offering advice and support to families, e.g. with advocates, sign-posting
- to recognise the expert patient and the value of family views and feelings
- to support access to parental support group, family support groups, and charity groups
- communicate clearly with respect to plans and support families to respond early to potential difficulties or relapse in condition or outcome
- implement recommendations that take into account communication needs of the carer
- create physical resources to support family and carers
- undertake family and carer interventions
- help to create healthy psychological environments for service users by giving support and advice to carers and families
- arrange respite care.

#### Related National Occupational Standards:

Collate and communicate health information to individuals Ref: GEN62  
 Lead the development of programmes of support for carers and families Ref: SCDHSC0428  
 Establish, sustain and disengage from relationships with the families of children and young people Ref: GEN102  
 Establish, sustain and disengage from relationships with the families of individuals with specific health needs Ref: GEN103  
 Empower families, carers and others to support individuals Ref: SCDHSC0426  
 Enable individuals and families to put informed choices for optimising their health and wellbeing into action Ref: GEN107  
 Enable individuals, their family and friends to explore and manage change Ref: GEN111

Support families in maintaining relationships in their wider social structures and environments Ref: SCDHSC0390  
 Enable carers to access and assess support networks and respite services Ref: CHD HN3  
 Identify the learning needs of patients and carers to enable management of a defined condition Ref: PE6  
 Manage hostility and risks with non-cooperative individuals, families and carers Ref: FMH12  
 Work with families, carers and individuals during times of relapse or crisis Ref: MH13.2012  
 Enable families to address issues with individuals' behaviours Ref: MH11.2012  
 Work with people and significant others to develop services to improve their mental health Ref: MH63.2013  
 Engage significant members of the client's system Ref: PT27

## ACTIVITY

### Supporting carers with their needs

#### Requires a knowledge and understanding of:

- interventions that can support carers
- how to provide interventions that will meet the carer's needs
- positive behaviour strategies
- how to advise and support carers
- the value of respite care and how to access it.

#### Requires the ability to:

- provide interventions that will help to meet the carer's needs
- train, advise and support staff and carers to utilise positive behaviour strategies.

#### Related National Occupational Standards:

Related National Occupational Standards

Enable carers to access and assess support networks and respite services Ref: CHD HN3

Work in partnership with carers to support individuals Ref: SCDHSC0387

Assess the needs of carers and families Ref: SCDHSC0427

Contribute to working in partnership with carers Ref: SCDHSC0227

Identify the learning needs of patients and carers to enable management of a defined condition Ref: PE6

## ACTIVITY

### Supporting carers to undertake the caring role

#### Requires a knowledge and understanding of:

- the needs and of any particular patient/client and how to support, educate and train carers appropriately
- suitable equipment and how to train carers to care for and use it
- how to develop carer skills to deliver necessary interventions
- the provision of ongoing training and involvement
- the needs of the ageing carer, understanding of the various support networks and how to signpost and refer
- of how to deliver education and training for council/and independent provider staff,
- staff groups, multi-disciplinary teams, carers, families and individuals.

#### Requires the ability to:

- give training or awareness raising, and support to carers
- train carers to use and care for equipment
- educate and train carers in the care of a particular individual
- advise, supervise and provide ongoing support for potentially complex and "risk of deteriorating individuals".
- work with groups of carers
- signpost and refer the ageing carer to various support networks
- train the trainer, and support training and development in other agencies' staff
- provide education and training for council and independent provider staff, staff groups, multi-disciplinary teams, carers, families and individuals.

#### Related National Occupational Standards:

Identify the learning needs of patients and carers to enable management of a defined condition Ref: PE6

Develop learning tools and methods for individuals and groups with a defined health condition Ref: PE7

Manage information and materials for access by patients and carers Ref: PE2

Manage learning and development in groups Ref: LSILADD06

Facilitate individual learning and development Ref: LSILADD07

Contribute to the planning and evaluation of learning activities Ref: GEN84

Assess learner achievement Ref: LSILADD09

## Interventions

### Pathway point: accommodation and welfare

#### 'I Story' – what it means for me:

- “I choose where I want to live and get help to pay for the things I need.”

#### Related service interventions:

- practical housing support
- accessing benefits.

## ACTIVITY

### Practical housing support

#### Requires a knowledge and understanding of:

- the different models of support housing and accommodation options for people with a learning disability
- the housing process and current vacancies and developments
- assistive technology and how to access it
- the environmental requirements for a hospital at home how to determine what support is appropriate in a situation
- a whole systems approach whereby admission is prevented and discharges are appropriately facilitated to ensure that they are sustainable
- how accommodation needs to be tailored to suit changing health needs and to prevent hospital admission
- systems/methods of physically supporting people to express their preferences
- the systems and mechanisms involved in joint working across professional boundaries and services.

#### Requires the ability to:

- take part in joint working across professional boundaries and services
- work as part of the multi-disciplinary team on behalf of the individual
- integrate accommodation and welfare interventions with other interventions
- transfer knowledge to an external provider
- support people to physically express their choices about where they want to live
- assess environment and determine whether it meets health needs
- identify and assess what changes to the environment are required for hospital at home including physical environment adaptations
- give input to housing/accommodation assessments for people with a learning disability
- help determine and support appropriate long-term housing.

#### Related National Occupational Standards:

Develop and sustain collaborative relationships with other organisations Ref: CFAM&LDD4

Support individuals to access housing and accommodation services Ref: SCDHSC0349

Promote housing opportunities for individuals Ref: SCDHSC0422

## ACTIVITY

### Accessing benefits

#### Requires a knowledge and understanding of:

- systems and methods of physically supporting people to express their preferences
- the systems and mechanisms involved in joint-working across professional boundaries and services allowances, for example carer's allowance

#### Requires the ability to:

- take part in joint working across professional boundaries and services
- work as part of the multi-disciplinary team on behalf of the individual
- integrate accommodation and welfare interventions with other interventions
- transfer knowledge to external provider
- signpost individuals to a means of accessing benefits and allowances.

#### Related National Occupational Standards:

Support individuals to manage their financial affairs Ref: SCDHSC0345  
Support individuals to manage direct payments Ref: SCDHSC0346

## Outcomes

# 8 Across the pathway: monitoring and measurement, research and evaluation

### 'I Story' – what it means for me:

- "When things go wrong help is there for me."
- "I know where to get help that is right for me."
- "I am safe but can make mistakes."
- "I don't get or feel ill too much."
- "They all know what to do to help me stay happy and healthy."
- "I feel happy in my life."
- "I help myself stay healthy."
- "People who help me all the time and my family get help too."
- "I live where I want to and have the things I need."
- "I can do things I like to and get help in the same way as everyone else."

### Related service interventions:

- physical health observations (focus on complications associated with learning disabilities)
- mental wellbeing state
- effectiveness of enabling therapeutic interventions
- effectiveness of family carer interventions
- effectiveness of accommodation and welfare interventions
- effectiveness of role support interventions
- effectiveness of care programme approach and risk management strategy
- service user satisfaction
- the 'Health Equalities Framework'
- research and evaluation.

## ACTIVITY

### Physical health observations (focus on complications associated with learning disabilities)

#### Requires a knowledge and understanding of:

- quantitative and qualitative measurements
- physical measurements that indicate state of health
- how to carry out routine measurements
- what to do if measurements are changing
- the legal aspects of writing notes and reports
- professional and organisational standards with respect to writing notes
- electronic record keeping
- electronic risk management recording.

#### Requires the ability to:

- undertake routine physical tests, measurements and observations and monitor same
- record information in an individual's notes or by electronic record
- write notes and reports to the required standard, adhering to legal, professional and organisational standards.

#### Related National Occupational Standards:

Obtain and test capillary blood samples Ref: CHS131  
 Obtain venous blood samples Ref: CHS132.2012  
 Undertake routine clinical measurements Ref: CHS19.2012  
 Monitor the condition of individuals Ref: SCDHSC0224  
 Review and monitor a patient's nutritional wellbeing Ref: CHS92  
 Monitor and assess patients following treatments Ref:CHS47

## ACTIVITY

### Mental well being state

#### Requires a knowledge and understanding of:

- behaviours and what may indicate relapse
- how to monitor and help prevent challenging behaviour
- what information and tools are relevant when monitoring mental wellbeing state
- reliability and validity of the tools and information used.

#### Requires the ability to:

- use tools and information to proactively monitor and prevent challenging behaviour
- ensure staff and carers are supported to monitor behaviours in order to undertake relapse prevention work.

#### Related National Occupational Standards:

Maintain active continuing contact with people with mental health needs and work alongside them in their recovery journey Ref: MH22.2013

Monitor the health and wellbeing of children and young people Ref: CS21.2015

## ACTIVITY

### Effectiveness of enabling therapeutic interventions

#### Requires a knowledge and understanding of:

- evidence-based interventions and the value in these
- how the effectiveness of an intervention may be assessed qualitatively and quantitatively.

#### Requires the ability to:

- set measurable goals in a care plan and evaluate them
- use theory and legislation to underpin decision-making and practice
- act as agents for change to improve the quality of service for service users
- use research evidence and service improvement development to improve quality.

#### Related National Occupational Standards:

Search for clinical information and evidence according to an accepted methodology Ref: HI19.2010

Monitor and review the rehabilitation process with the individual, their family, carers and other professionals Ref: GEN43

Evaluate the outcomes of the individual's rehabilitation Ref: GEN45

Review the effectiveness of therapeutic interventions with people with mental health needs Ref: MH23.2013

## ACTIVITY

### Effectiveness of family carer interventions

#### Requires a knowledge and understanding of:

- how the effectiveness of an intervention may be assessed qualitatively and quantitatively.

#### Requires the ability to:

- use methods and tools to assess the effectiveness of an intervention qualitatively and quantitatively.

#### Related National Occupational Standards:

Evaluate the effectiveness of health, social or other care services Ref: SCDHSC0442

Monitor and review changes in environments and practices to promote health and wellbeing Ref: GEN121

Work with teams and agencies to review progress and performance and identify next steps Ref: GEN130

## ACTIVITY

### Effectiveness of accommodation and welfare interventions

#### Requires a knowledge and understanding of:

- how the effectiveness of an intervention may be assessed qualitatively and quantitatively.

#### Requires the ability to:

- use methods and tools to assess the effectiveness of an intervention qualitatively and quantitatively.

#### Related National Occupational Standards:

Evaluate the effectiveness of health, social or other care services Ref: SCDHSC0442

Support individuals to access housing and accommodation services Ref: SCDHSC0349

## ACTIVITY

### Effectiveness of role support interventions

#### Requires a knowledge and understanding of:

- how the effectiveness of an intervention may be assessed qualitatively and quantitatively.

#### Requires the ability to:

- use methods and tools to assess the effectiveness of an intervention qualitatively and quantitatively.

#### Related National Occupational Standards:

Evaluate the effectiveness of health, social or other care services Ref: SCDHSC0442

Monitor and review changes in environments and practices to promote health and wellbeing Ref: GEN121

## ACTIVITY

### Effectiveness of care programme approach and risk management strategy

#### Requires a knowledge and understanding of:

- why the intensity of interventions may reduce over time, but that there is often a lifetime of need which will vary but will always need monitoring and measurement
- indicators for the monitoring and measurement of care, e.g. number of incidents, themes, patient stories, narrative, patient evaluation feedback, patient experience and user-based measures
- how to carry out electronic risk management recording
- where to find research and development evidence and how to use it to underpin ways of working to benefit the individual
- other services and the requirement for a good interface between mental health, learning disability, and other services - particularly respite care, acute services, primary care, social care, day care and probation services.

#### Requires the ability to:

- set measurable goals in a care plan and evaluate them
- monitor risks in order to evaluate the strategy
- use theory and legislation to underpin decision-making and practice
- use research evidence and methods of service improvement to improve quality
- act as agents for change to improve the quality of service for service users.

#### Related National Occupational Standards:

Evaluate the effectiveness of health, social or other care services Ref: SCDHSC0442

Monitor, evaluate and improve inter-agency services for addressing health and wellbeing needs Ref: GEN126

Evaluate the delivery of care plans to meet the needs of individuals Ref: CHS53

Support and challenge teams and agencies on specific aspects of their practice Ref: GEN131

Support and challenge workers on specific aspects of their practice Ref: GEN132

Control health and safety risks Ref: PROHSP6

## ACTIVITY

### Service user satisfaction

#### Requires a knowledge and understanding of:

- how the effectiveness of an service may be assessed qualitatively and quantitatively
- how data and information may be presented
- indicators that influence service user satisfaction, e.g. hand washing, waiting times, assessment time, disability discrimination, equality.
- relevant standards and guidelines, e.g. NICE.

#### Requires the ability to:

- undertake assessments of service user satisfaction
- interpret actions and feedback that indicate service user satisfaction
- employ information and feedback to improve services for the benefit of service users.

#### Related National Occupational Standards:

Collect and validate data and information in a health context Ref: HI7.2010

Identify the concerns, priorities and values of people and significant others in relation to their mental health and mental health needs Ref: MH62.2013

Monitor, evaluate and improve processes for delivering health and wellbeing services to a population Ref: GEN117

Improve the quality of health and healthcare interventions and services through audit and evaluation Ref: PHS08

## ACTIVITY

### The Health Equalities Framework

#### Requires a knowledge and understanding of:

- a range of outcome measures, including; Health Equality Framework, Health of the Nation Outcomes Scales for People with Learning Disabilities, Patient Reported Outcomes Measures (PROMS), safety thermometer, and the importance of positive social outcomes
- working with specific needs of black and minority ethnic (BME) communities
- awareness of inequality in service provision for BME communities
- the influences of poverty and stress.

#### Requires the ability to:

- use frameworks and scales to monitor and support better practice
- use knowledge to support better practice
- develop more flexible responsive services to meet the needs of the BME communities.

#### Related National Occupational Standards:

Collect and validate data and information in a health context Ref: HI7.2010

Monitor, evaluate and improve processes for delivering health and wellbeing services to a population Ref: GEN117

Work with service providers to support people with mental health needs in ways which respect their values and promotes their rights Ref: MH3.2013

Challenge injustice and inequalities in access to mainstream provision for people with specific health needs Ref: GEN108

## ACTIVITY

### Research and evaluation

#### Requires a knowledge and understanding of:

- how to interpret data
- where to find research and development evidence and how to use it to underpin ways of working to benefit the individual
- the 'scientist practitioner' model.

#### Requires the ability to:

- report data and outcomes as required
- interpret and use data as evidence effectively
- translate research into practice
- adapt and develop monitoring and measuring use tools to collect most appropriate information, in line with current research and evidence.
- present data relating to intervention and outcomes in a user friendly format.

#### Related National Occupational Standards:

Analyse data and information and present outputs in a health context Ref: HI8.2010

Appraise information and knowledge resources in a health context Ref: HI13.2010

Critically appraise clinical information and evidence Ref: HI20.2010

## Appendix 1: using National Occupational Standards in workforce development

Skills for Health (SfH) has lead responsibility for developing National Occupational Standards for the health sector, and works collaboratively with the relevant stakeholders, practitioners and experts to write the competences. The standards describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. They focus on what the person needs to be able to do, as well as what they must know and understand to work effectively. They also describe the minimum standard to which an individual is expected to work to in a given occupation, and set out a statement of competence that brings together the skills, knowledge and understanding necessary to do the work and offer a framework for training and development.

Using National Occupational Standards and the list of education and training required to deliver quality care – identified using this framework, a learning needs analysis tool has been created. Information about how the tool can be accessed is on the Skills for Health website ([www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)).

### Context - components of a job

The diagram to the right illustrates the components of a job as consisting of four elements, Career Framework level, National Occupational Standards (NOS), employability skills, and factors specific to the job, such as context, location, hours of work etc. These all need to be taken into account when developing jobs.

#### Career Framework Level

Includes level of responsibility, the type of decision-making and analytical skills required in the job etc.

#### National Occupational Standards

Describe the knowledge and performance criteria of the activities and tasks to be undertaken by the job holder.

#### Employability skills

Includes the characteristics and values that an individual must have before they can do a job effectively.

#### Factors specific to this job

Particular qualification required, the content of the job, the location and timing, lines of responsibility and accountability etc.

## Appendix 2: additional supporting information

Those commissioning education frequently require a narrative description of the level at which an activity is required.

To help with this narrative, the Skills for Health Career Framework levels have been summarised in table one (below) to give a broad indication of the educational level required by the people undertaking a particular activity. The information is condensed to give three ranges.

The intention is not to replace the full Career Framework information at each level, but to simplify the approach for those unfamiliar with the framework.

'Career Framework' level summary proposed for project	Type of knowledge, education or training required to support role
<p>A role at <b>level 8</b> of the Career Framework requires highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, and is used as the basis for original thinking and/or research.</p> <p>This is a leadership role with considerable responsibility, and the ability to research and analyse complex processes. It may entail responsibility for service improvement or development, considerable management responsibilities and accountability for service delivery or a leading education or commissioning role.</p>	Specialist or advanced
<p>A role at <b>level 7</b> of the Career Framework requires a critical awareness of knowledge issues in the field and at the interface between different fields. It is innovative, and has a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.</p>	
<p>A role at <b>level 6</b> requires a critical understanding of detailed theoretical and practical knowledge, is specialist and / or has management and leadership responsibilities. It requires demonstration of initiative and is creative in finding solutions to problems. It has some responsibility for team performance and service development and they consistently undertake self-development.</p>	
<p>A role at <b>level 5</b> requires a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge.</p> <p>It requires use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development. It may have responsibility for supervision of staff or training.</p>	Comprehensive
<p>A role at <b>level 4</b> requires factual and theoretical knowledge in broad contexts within a field of work. The work is guided by standard operating procedures, protocols or systems of work, but the worker is required to make judgements, plan activities, contribute to service development and demonstrate self-development. There may be responsibility for supervision of some staff.</p>	
<p>A role at <b>level 3</b> requires knowledge of facts, principles, processes and general concepts in a field of work.</p> <p>It may include a wider range of duties than a level 2 role, and will have more responsibility, with guidance and supervision available when needed. It is required to contribute to service development, and is responsible for self-development</p>	Functional level
<p>A role at <b>level 2</b> requires basic factual knowledge of a field of work.</p> <p>It may be required to carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work.</p>	

Similar to the 'Career Framework' approach on page 56 – for the purposes of the project context, the employability skills matrix has been summarised below.

Career Framework level	Type of knowledge, education or training required to support role	Summary of employability skills: positive attitudes, values and behaviours
Level 8	Specialist or advanced	<p>Everything in lower levels plus:</p> <ul style="list-style-type: none"> <li>• listen to, understand and communicate complex information from a range of sources, adopting effective questioning techniques to elicit and appreciate a range of views</li> <li>• respond constructively and confidently to queries and complaints, negotiating with others in a way that suits the situation, demonstrating a high level of theoretical and practical knowledge</li> <li>• be responsible for the efficient and cost-effective management of a budget for one or more services</li> <li>• assess the root cause of problems in complex and unpredictable environments</li> <li>• seek and evaluate different points of view and use highly specialised theoretical and practical knowledge to inform solutions and make decisions</li> <li>• make strategic decisions and be responsible for own actions and the actions of your team, reflecting on own practice and encouraging others to reflect on theirs</li> <li>• be responsible for the direct delivery of a service, assessing and managing risk.</li> </ul>

Career Framework level	Type of knowledge, education or training required to support role	Summary of employability skills: positive attitudes, values and behaviours
Level 7	Specialist or advanced	<p>Everything in lower levels plus:</p> <ul style="list-style-type: none"> <li>• respond constructively and confidently to queries and complaints, negotiating with others in a way that suits the situation</li> <li>• evaluate a range of texts and write effectively for a range of contexts and situations, maintaining honesty, integrity and transparency</li> <li>• select, compare and discuss mathematical information from a range of sources and use appropriate mathematical method and tools to solve identified problems and assist with clinical trials, audits or research projects as required</li> <li>• manage a work area budget cost-effectively and efficiently</li> <li>• ensuring the team's goals are clear and achievable</li> <li>• learn from own mistakes, accepting and giving constructive feedback</li> <li>• seek and evaluate different points of view to inform solutions, maintaining honesty, integrity and transparency</li> <li>• show interest in your work, developing, with the team, a clear purpose and work objectives</li> <li>• seek and value the contributions of others, managing and resolving conflict when appropriate</li> <li>• lead, support, value and motivate other members of the team, sharing information as appropriate to achieve high performance</li> <li>• take responsibility for own actions and the actions of your team, reflecting on own practice and encouraging others to reflect on theirs.</li> </ul>

Career Framework level	Type of knowledge, education or training required to support role	Summary of employability skills: positive attitudes, values and behaviours
Level 6	Specialist or advanced	<p>Everything at lower levels plus:</p> <ul style="list-style-type: none"> <li>• listen to, understand and communicate complex information, using effective questioning techniques to elicit a range of views</li> <li>• respond constructively and confidently to queries and complaints, ensuring contributions meet the needs of the audience and persuading and influencing others in a way that builds team confidence and promotes the confidence of service users</li> <li>• read and understand a range of texts, writing effectively for a range of contexts and situations, maintaining honesty, integrity and transparency</li> <li>• select, compare and discuss information from lists, tables, diagrams and charts and use appropriate mathematical methods and tools to solve identified problems and assist with clinical trials, audits or research projects as required</li> <li>• work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users, receiving and giving constructive feedback</li> <li>• demonstrate honesty, integrity, care and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures</li> <li>• assess the root cause of problems in complex and unpredictable environments</li> <li>• be creative and innovative in implementing solutions, maintaining honesty, integrity and transparency</li> <li>• show interest in your work, developing, with the team, a clear purpose and work objectives</li> <li>• seek and value the contributions of others, managing and resolving conflict when appropriate</li> <li>• lead, support and motivate other members of the team</li> <li>• view change as an opportunity and cope with uncertainty, assessing and managing risk.</li> </ul>

Career Framework level	Type of knowledge, education or training required to support role	Summary of employability skills: positive attitudes, values and behaviours
Level 5	Comprehensive	<p>Everything at lower levels plus:</p> <ul style="list-style-type: none"> <li>• respond constructively to queries and complaints, taking a full part in formal and informal discussions, ensuring contributions meet the needs of the audience and asking questions to clarify understanding and persuading and influencing others in a way that builds team confidence</li> <li>• read and understand a range of texts, writing effectively for a range of contexts and situations</li> <li>• select, compare and discuss information from lists, tables, diagrams and charts and use appropriate mathematical methods and tools to solve identified problems and assist with clinical trials, audits or research projects as required</li> <li>• use IT to meet identified needs and plan and evaluate the work of the team effectively, maintaining confidentiality</li> <li>• demonstrate honesty, integrity, care and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures</li> <li>• assess the root cause of problems, and be creative and innovative in implementing solutions, maintaining honesty, integrity and transparency</li> <li>• show interest in your work, seeking and valuing the contributions of others and managing conflict when appropriate</li> <li>• understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity, maintaining the confidentiality of service users and raising concerns relating to service provision with more senior staff</li> <li>• view change as an opportunity and cope with uncertainty, assessing and minimising risk.</li> </ul>

Career Framework level	Type of knowledge, education or training required to support role	Summary of employability skills: positive attitudes, values and behaviours
Level 4	Comprehensive	<p>Everything at the lower levels plus:</p> <ul style="list-style-type: none"> <li>• communicate clearly, effectively and confidently with people in the workplace, following detailed and/or multi-step instructions</li> <li>• respond constructively to queries and complaints, taking a full part in formal and informal discussions, ensuring contributions meet the needs of the audience and asking questions to clarify understanding</li> <li>• analyse a range of texts, produce effective emails, short reports, presenting information in a manner suitable or the audience</li> <li>• select and compare information from lists, tables, diagrams and charts and use appropriate mathematical methods to solve identified problems and assist with clinical trials, audits or research projects as required</li> <li>• use IT to meet identified needs and plan work effectively, maintaining confidentiality</li> <li>• work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users, receiving and giving constructive feedback</li> <li>• demonstrate honesty, integrity, care and compassion when dealing with others</li> <li>• assess the root cause of problems, and deal with them and with people with honesty and integrity, showing interest in your work and seeking and valuing the contributions of others</li> <li>• suggest alternative ways to get the job done without compromising compassionate care for service users</li> <li>• pro-actively raise concerns about the provision of services to service users with supervisor and managers</li> <li>• understand your rights and responsibilities in the workplace, including promoting equality of opportunity and valuing diversity and maintaining the confidentiality of service users</li> <li>• make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development and demonstrating effective team leadership</li> <li>• be open and respond constructively to change, coping with uncertainty and assessing and minimising risk.</li> </ul>

Career Framework level	Type of knowledge, education or training required to support role	Summary of employability skills: positive attitudes, values and behaviours
Level 3	Functional	<p>Everything at lower levels plus the following:</p> <ul style="list-style-type: none"> <li>• respond constructively to queries and complaints, taking a full part in formal and informal discussions, ensuring contributions meet the needs of the audience</li> <li>• analyse a range of texts, produce effective emails, short reports, presenting information in a manner suitable for the audience</li> <li>• select and compare information from lists, tables, diagrams and charts and use appropriate mathematical methods to solve identified problems</li> <li>• receive and give constructive feedback</li> <li>• deal with a range of people with honesty and integrity, showing interest in your work and seeking and valuing the contributions of others</li> <li>• be open and respond constructively to change, coping with uncertainty and taking the lead in supporting others in the team as appropriate.</li> </ul>

Career Framework level	Type of knowledge, education or training required to support role	Summary of employability skills: positive attitudes, values and behaviours
Level 2	Functional	<ul style="list-style-type: none"> <li>• communicate effectively with people in the workplace</li> <li>• listen and respond in formal and informal discussions, asking questions to clarify understanding</li> <li>• understand a range of texts, write simply and clearly and complete straightforward forms and work records</li> <li>• complete simple calculations and understand and use simple charts, tables and graphs, extracting relevant information as required</li> <li>• use IT as directed, maintaining confidentiality</li> <li>• work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others including service users</li> <li>• demonstrate honesty, integrity, care and compassion when dealing with others</li> <li>• deal with a range of problems with honesty and integrity, showing interest in your work and seeking and valuing the contributions of others</li> <li>• suggest alternative ways to get the job done without compromising compassionate care for service users</li> <li>• pro-actively raise concerns about the provision of services to service users with supervisor and managers</li> <li>• understand your rights and responsibilities in the workplace including promoting equality of opportunity and valuing diversity and maintaining the confidentiality of service users</li> <li>• make best use of resources including time, to achieve agreed goals for service delivery, taking responsibility for own actions and self-development.</li> </ul>

### Appendix 3: core skills

The scope of this framework is limited to clinical learning disability interventions, and therefore does not include organisational skills, including:

- leadership and management
- six core dimensions of the 'NHS Knowledge and Skills Framework'
- administrative and clerical functions
- information and technology skills.

Core skills identified through the framework development process have been mapped to core National Occupational Standards (NOS) at the respective levels of the framework and are listed below for the three summary levels used in this project (see appendix 3).

<b>Functional:</b> <b>Corresponding with Skills for Health Career Framework levels 2 and 3.</b> <b>Core National Occupational Standards are:</b>	<b>Comprehensive:</b> <b>Corresponding with Career Framework levels 4 and 5.</b> <b>Core National Occupational Levels are:</b>	<b>Specialist or advanced:</b> <b>Corresponding with Career Framework levels 6, 7 and 8.</b> <b>Core National Occupational Levels are:</b>
Communicate effectively in a healthcare environment Ref: GEN97	Communicate effectively in a healthcare environment Ref: GEN97	Communicate effectively in a healthcare environment Ref: GEN97
		Synthesise new knowledge into the development of your own practice Ref: GEN13
		Develop and maintain your professional networks Ref: CFAM&LAA3
		Identify and evaluate opportunities for innovation and improvement Ref: CFAM&LCA1
Develop your own knowledge and practice Ref: SCDHSC00233	Develop your own knowledge and practice Ref: SCDHSC0023	
Monitor your own work practices Ref: GEN23	Monitor your own work practices Ref: GEN23	Monitor your own work practices Ref: GEN23

<b>Functional:</b> <b>Corresponding with Skills for Health Career Framework levels 2 and 3.</b> <b>Core National Occupational Standards are:</b>	<b>Comprehensive:</b> <b>Corresponding with Career Framework levels 4 and 5.</b> <b>Core National Occupational Levels are:</b>	<b>Specialist or advanced:</b> <b>Corresponding with Career Framework levels 6, 7 and 8.</b> <b>Core National Occupational Levels are:</b>
		Develop your practice through reflection and learning Ref: SCDHSC0033
		Take responsibility for the continuing professional development of yourself and others Ref: SCDHSC0043
Perform hand hygiene to prevent the spread of infection Ref: IPC2.2012	Perform hand hygiene to prevent the spread of infection Ref: IPC2.2012	Perform hand hygiene to prevent the spread of infection Ref: IPC2.2012
Make sure your own actions reduce risks to health and safety Ref: PROHSS1	Make sure your own actions reduce risks to health and safety Ref: PROHSS1	Make sure your own actions reduce risks to health and safety Ref: PROHSS1
Make sure your actions contribute to a positive and safe working culture Ref: PMWRV1	Make sure your actions contribute to a positive and safe working culture Ref: PMWRV1	Make sure your actions contribute to a positive and safe working culture Ref: PMWRV1
Support the safeguarding of individuals Ref: SCDHSC0024	Support the safeguarding of individuals Ref: SCDHSC0024	Support the safeguarding of individuals Ref: SCDHSC0024
Act within the limits of your competence and authority Ref: GEN63	Act within the limits of your competence and authority Ref: GEN63	Act within the limits of your competence and authority Ref: GEN63
	Manage and organise your own time and activities Ref: HT4	Manage and organise your own time and activities Ref: HT4
Uphold the rights of individuals Ref: SCDHSC0234	Uphold the rights of individuals Ref: SCDHSC0234	Uphold the rights of individuals Ref: SCDHSC0234
		Promote the rights and diversity of individuals Ref: SCDHSC3111

<b>Functional:</b> <b>Corresponding with Skills for Health Career Framework levels 2 and 3.</b> <b>Core National Occupational Standards are:</b>	<b>Comprehensive:</b> <b>Corresponding with Career Framework levels 4 and 5.</b> <b>Core National Occupational Levels are:</b>	<b>Specialist or advanced:</b> <b>Corresponding with Career Framework levels 6, 7 and 8.</b> <b>Core National Occupational Levels are:</b>
Comply with legal requirements for maintaining confidentiality in healthcare Ref: CHS169	Comply with legal requirements for maintaining confidentiality in healthcare Ref: CHS169	Comply with legal requirements for maintaining confidentiality in healthcare Ref: CHS169
Store and retrieve information using a filing system Ref: CFA_BAD332	Store and retrieve information using a filing system Ref: CFA_BAD3322	Store and retrieve information using a filing system Ref: CFA_BAD332
Contribute to the effectiveness of teams Ref: SCDHSC0241	Contribute to the effectiveness of teams Ref: SCDHSC0241	Contribute to the effectiveness of teams Ref: SCDHSC0241
		Develop and sustain productive working relationships with colleagues Ref: CFAM&LDD1
IT communication fundamentals Ref: ICF:FS	IT communication fundamentals Ref: ICF:FS	IT communication fundamentals Ref: ICF:FS

#### **Appendix 4: underpinning knowledge and understanding recommendations**

The development of this framework has identified specific knowledge and understanding required by all those working in learning disability services, making it of particular use to those responsible for identifying or commissioning education and training for the learning disability workforce.

In particular it was identified that the workforce will need knowledge and understanding of:

- demographics of the learning disability population
- learning disability, conditions and disorders and related co-morbidities
- the relationship of learning disability to behaviour and its impact on health and social skills
- local community services across a wide range of health, social and education settings.

It was also identified that the workforce requires broad knowledge of legal and ethical frameworks and how they affect decision-making.

This includes:

- the Mental Health Act and its implications for practice
- informed consent and the requirements and implications
- the Mental Health Capacity Act and its requirements and implications for service users
- supervised community treatment orders
- Human Rights Act and safeguarding
- deprivation of liberties
- knowledge and understanding of entitlement to advocacy, both formal and informal
- safe working
- the Children Act
- risk assessments
- safeguarding.

## Appendix 5: our culture of compassionate care

Reference group participants were keen to express that the framework was contextualised by the 6Cs.

### The 6Cs

# 1

## Care

Care is our core business and that of our organisations; and the care we deliver helps the individual person and improves the health of the whole community.

Caring defines us and our work. People receiving care expect it to be right for them consistently throughout every stage of their life.

# 2

## Compassion

Compassion is how care is given through relationships based on empathy, respect and dignity.

It can also be described as intelligent kindness and is central to how people perceive their care.

# 3

## Competence

Competence means all those in caring roles must have the ability to understand an individual's health and social needs.

It is also about having the expertise, clinical and technical knowledge to deliver effective care and treatments based on research and evidence.

# 4

## Communication

Communication is central to successful caring relationships and to effective team working. Listening is as important as what we say. It is essential for 'No decision without me'.

Communication is the key to a good workplace with benefits for those in our care and staff alike.

# 5

## Courage

Courage enables us to do the right thing for the people we care for, to speak up when we have concerns.

It means we have the personal strength and vision to innovate and to embrace new ways of working.

# 6

## Commitment

A commitment to our patients and populations is a cornerstone of what we do. We need to build on our commitment to improve the care and experience of our patients.

We need to take action to make this vision and strategy a reality for all and meet the health and social care challenges ahead.

## Appendix 6: positive behavioural support (PBS)

Positive behavioural support is considered best practice in the support of people with a learning disability at risk of behaviour that challenges.

In May 2015, working with Skills for Care, the Positive Behavioural Support (PBS) Coalition – a collection of individuals and organisations promoting positive behavioural support in the UK – published the ‘Positive Behavioural Support Competence Framework’. This is available for download on the PBS Coalition blog site (<http://pbscoalition.blogspot.co.uk/>) established to disseminate updates, publications and research to anyone interested in positive behavioural support.

Competencies from the ‘Positive Behavioural Support Competence Framework’ have been included within this framework. However, as this framework does not include organisational skills (excluding leadership and management, the six core dimensions of the NHS ‘Knowledge and Skills Framework’ (KSF), administration and clerical functions and information technology skills), areas of the ‘Positive Behavioural Support Framework’ relating to these core areas, have not been included.

The ‘Positive Behavioural Support Competence Framework’ is a resource that provides a common and shared knowledge (the things that you need to know) and associated actions (the things that you need to do) necessary for the delivery of best practice positive behavioural support. It is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. All organisations and individuals are welcome to use the ‘Positive Behavioural Support Competence Framework’ and to build upon the content even for commercial purposes, as long as they credit the framework and the work of the PBS Coalition and license their new work under identical terms.

# Health Education England

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