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| Overview | This standard identifies the requirements when you develop effective relationships with individuals. This includes identifying individuals' preferences and needs regarding your relationship with them, developing effective relationships and then adjusting relationships to meet changing circumstances. |

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| **Performance criteria**  You must be able to:  You must be able to:  You must be able to: | Identify individuals’ preferences and needs regarding your relationship with them   1. identify any issues that you need to take into account when forming a relationship with an individual 2. support the individual to communicate their wishes and needs about the relationship they wish to have with you 3. make clear to the individual the boundaries of your job role 4. support the individual to understand how much time you can spend with them 5. agree with the individual the type of relationship you are able to have with them, taking account of your role and the tasks you will be undertaking 6. identify potential areas of conflict and report these to the appropriate people 7. treat information about the individual confidentially in accordance with legal and working setting requirements   Develop effective relationships   1. develop relationships with the individual and key people that balance the individual’s wishes and needs with the requirements of your job 2. listen to the individual and show that you have heard and taken account of their views 3. respect the individual’s views, expertise and experience 4. ensure that you treat the individual fairly and do not discriminate against or disadvantage them in any way 5. develop the trust of the individual by being honest about what service you can and cannot provide and any legal and work setting requirements 6. make clear to the individual how information about them may be shared with key people and others 7. interact with the individual in ways that enable them to be involved in planning, implementing and reviewing the service you are providing 8. work with the individual to resolve any conflicts in the relationship and agree a way forward 9. report any relationship issues in accordance with legal and work setting requirements   Adjust relationships to meet changing circumstances   1. support the individual, key people and others to identify any changes needed in your relationship with the individual and the reasons for this 2. identify when changes in your relationship with the individual might cause conflict and distress 3. work with the individual, key people and others to make relationship changes, which may include ending the relationship 4. support the individual and key people to understand any changes that are being made, the reasons for them and what the changes may mean for them 5. deal sensitively with changes in your relationship with the individual that may cause conflict and distress 6. make changes to the relationship taking account of any disruption this may cause to the individual and key people and to the activities you undertake with them 7. report changes made and any effect this might have on the individual in accordance with legal and work setting requirements |

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| Knowledge and understanding  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand: | **Rights**   1. work setting requirements on equality, diversity, discrimination and rights 2. your role in supporting rights, choices, wellbeing and active participation 3. your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals’ rights 4. the actions to take if you have concerns about discrimination 5. the rights that individuals have to make complaints and be supported to do so   **How you carry out your work**   1. codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard 2. the main items of legislation that relate to the content of this standard within your work role 3. your own background, experiences and beliefs that may affect the way you work 4. your own roles and responsibilities with their limits and boundaries 5. who you must report to at work 6. the roles and responsibilities of other people with whom you work 7. how to find out about procedures and agreed ways of working in your work setting 8. how to make sure you follow procedures and agreed ways of working 9. the meaning of person centred working and the importance of knowing and respecting each person as an individual 10. the prime importance of the interests and well-being of the individual 11. the individual’s cultural and language context 12. how to work in ways that build trust with people 13. how to work in ways that support the active participation of individuals in their own care and support 14. how to work in ways that respect individuals’ dignity, personal beliefs and preferences 15. how to work in partnership with people 16. what you should do when there are conflicts and dilemmas in your work 17. how and when you should seek support in situations beyond your experience and expertise     **Theory for practice**   1. the **factors that may affect the health, wellbeing and development** of individuals you care for or support 2. how these affect individuals and how they may affect different individuals differently 3. the main stages of human development   **Communication**   1. factors that can have a positive or negative effect on the way people communicate 2. different methods of communicating   **Personal and professional development**   1. why it is important to reflect on how you do your work 2. how to use your reflections to improve the way you work   **Health and Safety**   1. your work setting policies and practices for health, safety and security 2. practices that help to prevent and control infection in the context of this standard   **Safe-guarding**   1. the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 2. signs and symptoms of harm or abuse 3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties 4. what to do if you have reported concerns but no action is taken to address them   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information 2. work setting requirements for recording information and producing reports including the use of electronic communication 3. what confidentiality means 4. how to maintain confidentiality in your work 5. when and how to pass on information   Specific to this NOS   1. factors and conditions that may affect the type of relationship that you can have with individuals 2. how to identify key changes in the conditions and circumstances of individuals 3. the actions to take when you identify key changes in the conditions and circumstances of individuals 4. how to form, maintain and disengage from relationships with individuals 5. the communication and listening skills necessary to relate to and interact effectively with individuals 6. how to monitor and make changes to relationships that will cause the minimum disruption 7. barriers to relationships and effective interactions, generally and specifically with the individuals with whom you work |

**Additional Information**

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| Scope/range related to performance criteria | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.  Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.  Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.  Appropriate people may include your line manager; professionals; specialists  To **communicate** may include using the individual’s preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication  The **individual** is the person you support or care for in your work  **Key people** are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.  **Others** are your colleagues and other professionals whose work contributes to the individual’s well-being and who enable you to carry out your role. |

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| Scope/range related to knowledge and understanding | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.  **All knowledge statements must be applied in the context of this standard.**  **Factors** **that may affect the health, wellbeing and development of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse |

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| Values | Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults.  These include the rights:  To be treated as an individual  To be treated equally and not be discriminated against  To be respected  To have privacy  To be treated in a dignified way  To be protected from danger and harm  To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them  To communicate using their preferred methods of communication and language  To access information about themselves |

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| **Developed by** | Skills for Care & Development |
| **Version number** | 1 |
| Date approved | March 2012 |
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| Validity | Current |
| Status | Original |
| Originating organisation | Skills for Care & Development |
| Original URN | HSC233 |
| Relevant occupations | Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services; |
| Suite | Health and Social Care |
| Key words | relate, interact, identify, develop |