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| Overview | This standard identifies the requirements when engaging with people who use services and their carers. This includes engagement in all aspects of the work. This may include during registration, inspection, scrutiny or investigation activities. It may also include engaging with them when managing complaints and concerns about services. It includes preparing information and communicating in ways which are accessible to people who use services and their carers and may include securing resources to support this. This may include taking into account aspects of language appropriate to them. This standard also involves engaging with people who use services and their carers through advocates to support their contribution. |

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| **Performance criteria**  You must be able to: | **Engage with people who use services and their carers**   1. ensure engagement with individuals and their carers when carrying out inspection role 2. engage with individuals and their carers through encouraging their **participation** in the functions of the organisation 3. share essential **information** with individuals and carers to enable them to engage fully in organisational processes where appropriate 4. provide **additional support** to enable individuals and carers to contribute fully 5. work with **other organisations** to support participation of individuals and their carers in inspection and scrutiny activities 6. include **methods** **of working** that are sensitive to the needs of individuals and carers, including those who are new to participation 7. assess the time required to engage with individuals and carers in required processes 8. manage risks in ensuring the health, safety and wellbeing of individuals and carers when engaging with them 9. evaluate the contribution of individuals and carers in partnership with them 10. affirm the contribution of individuals and carers to the function of the organisation 11. discuss the outcomes of participation to confirm mutual understanding of any decisions made 12. challenge systems and processes that present barriers to individuals’ participation 13. ensure information gained from participation of individuals and their carers is included in inspection and scrutiny activities 14. review the effectiveness for the organisation of engagement with individuals and carers |
| 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:  You need to know and understand: | **Rights**   1. legal and work setting requirements on equality, diversity, discrimination and rights 2. your duty to address any acts or omissions that could infringe the rights of individuals   **Your practice**   1. legislation, including capacity and rights legislation, statutory codes, standards, frameworks and guidance appropriate to the organisation's operations and activities and its interpretation 2. your own roles, responsibilities and accountabilities with their limits and boundaries 3. your own background, experiences and beliefs that may have an impact on your practice 4. **other agencies** that may impact on the work of your organisation, including their responsibilities, statutory powers, organisational priorities and staffing arrangements 5. principles of working in partnership with **individuals** and other agencies 6. the meaning of person-centred/child centred approaches and the importance of knowing and respecting each person as an individual 7. meaning of dignity for individuals 8. how to work with other agencies, establishments and other bodies to gather evidence of **positive outcomes** for individuals 9. how to create a culture that promotes openness, creativity and problem solving 10. principles of strategic planning and what a strategic plan should cover 11. principles of quality assurance, quality control and the distinction between them 12. evidence based research relating to provision of services 13. identified lessons learnt from government reports and inquires 14. how to access sources of expert advice in relation to health and social care, health and safety, building regulations, financial security and company law 15. how to recognise areas for improvement against regulations, standards and best practice and how to respond 16. when to use authority and the exercise of regulatory power rather than partnership 17. how to implement, monitor and evaluate systems, practices, policies and procedures 18. difficulties with capture of data and data problems   **Communicating with individuals and organisations**   1. the importance of individuals contributing to inspection and scrutiny activities 2. participatory practice including techniques that can be used to engage with individuals 3. the role of independent representation and advocacy for individuals 4. methods to promote effective communication and enable others to communicate their views and preferences 5. the importance of language in communication and the impact of bilingualism and how to work with it 6. the purpose of working with other professionals and agencies 7. the ethos of organisations and how different organisations work 8. methods to promote effective communication within and between organisations 9. how to convey potentially difficult or unwelcome information 10. how to engage in professional dialogue and provide clear feedback which could contribute to the development of an organisation   **Theory**   1. theories and models of regulation, inspection, scrutiny and frameworks used to evaluate scrutiny and regulation 2. theories about **leadership** and **management** 3. principles of organisational behaviours and cultures 4. factors that may affect the health, wellbeing and development of individualsin health and social care or children and young people’s settings   **Health and Safety**   1. legal and statutory requirements for health and safety 2. organisational policies and practices for monitoring and maintaining health, safety and security in the work environment   **Safeguarding**   1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 2. legislation and national and local policy relating to the safeguarding and protection of children, young people and adults 3. **early indicators of potential abuse** 4. indicators and signs of potential harm or abuse 5. how to respond to concerns about harm and abuse   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information 2. protocols and best practice governing the exchange of information with other individuals and agencies   **Report writing**   1. how to record written information with accuracy, clarity, relevance, and appropriate level of detail including reference of sources of evidence 2. legal and work setting requirements for recording information and producing reports within timescales   **Risk management**   1. principles of positive risk-taking and the relation to inspection and scrutiny activities 2. principles of risk assessment and principles of risk management 3. how to critically evaluate principles and frameworks of risk assessment and risk management   **Specific to this NOS**   1. value of engagement with people who use services and carers 2. methods of working that are sensitive to the needs of people who use services and carers 3. additional support to enable people who use services and carers to contribute fully 4. risk management processes to ensure the health, safety and wellbeing of people who use services and carers when engaging with them 5. how to value the involvement of people who use services and carers who contribute to the function of the organisation   K54 how to affirm people who use services and carers in their contribution |  |

**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    **Additional support** may include those inside or outside own organisation; it may include specific communication aids or techniques. It may also include the use of translation services or interpreters or advocates  **Engagement** includes engagement in all aspects of the work of an inspector and could be during registration, inspection or investigation processes. It could also include when managing complaints and concerns about services. In some cases it could be within the appointment and interviewing process or within the information, guidance or marketing functions of the organisation  **Individual** is an adult, child or young person who uses services  **Information** may include that required to meet legislation, regulation and organisational requirements, performance management indicators and information that supports positive outcomes for individuals. It may include data and other records. Itcould be verbal, written or electronic and needs to be in a format that is accessible to the intended recipient(s) and should be provided within confidentiality agreements and according to legal and work setting requirements  **Methods of working** could be use of different approaches tothose that have been traditionally used. It means taking account of the needs of people who use services and their carers in the way that practice is carried out  **Other organisations** may include community based organisations which provide transport, organisations which provide interpreters and language support, organisations which provide advocacy services  **Participation** includes the active involvement of people who use services and their carers in inspection services  **Systems and processes** may include regulatory requirements, those relating to scrutiny and inspection activities, methods of inspection, feedback mechanisms, improvement action plans. They may include those in your own organisation or in other organisations or services | |
| 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 statement required for achievement of the NOS.  **All knowledge statements must be applied in the context of this standard.**  **In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your practice**  **Early indicators of potential abuse** may include, patronising attitudes to adults and children, restrictive practices including unnecessary locking of doors, restriction of positive opportunities, lack of respect in relating to individuals  **Individual** is an adult, child or young person who uses services  **Other agencies** may include other regulatory organisations, commissioners, local authorities, standard setting bodies  **Leadership** is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating  **Management** is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives  **Positive Outcomes** may include health and safety, wellbeing, achievement of personal goals and ambitions, self esteem  **Positive Risk Taking** is a risk based approach that promotes the taking of risks as a deliberate and planned strategy designed to enhance health, welfare and educational outcomes. It represents best practice for professionals in health care, social work and educational settings in terms of promoting dignity, autonomy, and respect when working with children and adults at risk of harm | |
| 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.  Inspection and scrutiny activities will enhance these rights which 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 needs, takes account of choices and also protects  To communicate using preferred methods of communication and language  To access information about themselves  All aspects of inspection and scrutiny activity should seek to build on these underpinning values and should:  Be transparent  Be accountable  Be proportional  Be consistent  Be targeted  Be impartial  Enable providers |

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| Status | Original |
| Originating organisation | Skills for Care and Development |
| Original URN | SCDINSPF1 |
| Relevant occupations | Inspectors/Senior Inspectors/Regulators of Health, Social Care and Children’s Services |
| Suite | Inspectors of Health, Social Care, Children and Young People’s Services |
| Key words | Carers; children and young people’s settings; engage; engagement; health and social care |