

Providing community forensic services for people with Learning Disabilities and/or Autistic Spectrum Conditions

Workforce Competency Framework



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Community forensic services for people with learning disabilities and/or autism.

A workforce competency framework.

Section 1 – Introduction

Document purpose

The term intellectual disabilities and learning disabilities are used interchangeably in the UK, however for the purposes of ease and consistency with other documents published by Health Education England this document will use the term learning disability.

This document was commissioned by Health Education England to support commissioners and providers to meet the new requirement to deliver a community forensic support function to people with learning disabilities. The document will be particularly useful for the following groups:

Commissioners of Services

Commissioners of services can use this document to work with their providers to ensure that the community forensic pathway for people with a learning disability is clear and the competences needed to deliver the pathway points are present in the diversified workforce. This is a particularly helpful exercise where the function is delivered by several teams with different specialties. Commissioners can also use the document to develop quality standards for those employed to deliver community forensic support to people with learning disabilities.

Health Service Providers

Health Service Providers can use this document to review the pathway to ensure staff possess the competences to do the job effectively, to identify gaps in competence and to develop competency based learning and development programmes. Health providers can also use the document to identify where new ways of working across teams or organisations or new roles would ensure that the workforce can deliver the community forensic function effectively.

Social Care Service Providers

Social Care Providers can use this document to understand the skills and competences that are required of support workers who are working to support daily living needs of individuals with a learning disability and forensic needs in the community.

Providers of Education and Training

Providers of education and training can use this document to understand the competences needed by workers to design workforce development interventions that would equip workers with the skills and competences described.

Background

This workforce competency framework has been developed by Health Education England in partnership with Skills for Health.

The document was produced with the assistance of a multi-disciplinary group of practitioners working in the field of forensics and learning disabilities and included representatives from the medical, clinical and non-clinical workforce and representatives from the field of forensic social work. The workers involved in the development of the framework shared their experience of a variety of delivery models across the country and brought views from both the statutory and independent sectors which helped to shape the work. We have also consulted on this work with people with learning disabilities and autism who have experience of using forensic services. This work was facilitated for us by Asist Advocacy Services (Stoke) and Opening Doors Advocacy Group (Norfolk).

Additional consultation has taken place widely, but it is recognised that the workforce that supports the delivery of community forensic services to people with learning disabilities and/or autism is broad and models of service delivery vary greatly across the country making an absolute consensus on the definitive competencies required by this workforce difficult to describe.

The framework has been developed to include the competences that are required at pathway points, and these generic pathway points are described in more detail later. It includes competences that are required to deliver this pathway point but does not describe which worker should undertake these. Many of the competences will only be able to be undertaken by appropriately qualified and professionally regulated groups, but these workers have not been specified because of the variation of delivery models across the country. Transforming Care Partnerships can use this document to check that they have the competencies described in the workforce responsible for delivering each pathway point.

To assist those service providers who wish to deliver social care support services this document has a separate section detailing the competences that will be specifically required by support workers involved in the delivery of care and to meet the daily living needs of people with learning disabilities and/or autism and forensic needs in the community.

This document is intended to be complementary to the [HEE Learning Disabilities Generic Interventions Framework](#) and the HEE Learning Disabilities Transitions Framework and aims to provide guidance to those that are currently delivering or about to embark upon the delivery of this new function described by NHS England in the Transforming Care Model Service Specification document.

To set the context for this document we make reference to the new national service specification for a community based forensic function which sets out six outcomes that should be achieved.

These are:

1. Forensic risk assessment and management of risk in the community to ensure public safety and safety of the individual
2. Delivery of offence specific therapeutic interventions (e.g. to prevent sexual/violent offences).
3. Case management of the most complex cases
4. Support and training to other agencies providing day to day support to this group
5. Consultancy and advice to system partners
6. In reach support to ensure safe and timely discharge

This specification has formed the basis for identifying competences for the delivery of community forensic teams, however it is recognised that it does not explicitly detail fundamentals of direct support/ social care or housing support which are essential components of community independence and have been included in this document.

The NHSE national service specification is clear that the function is not always a distinct team and it is also clear that there are several models of delivery across the country including:

- Delivery through specialist forensic learning disability health teams
- Delivery through partnership working between community learning disability health teams and mental health forensic teams
- Delivery through up-skilling/extending roles of community learning disability teams/intensive support teams

It is also clear that there is a variation in the clinical approach, the eligibility criteria and the age at which forensic and “keeping out of trouble” services can be accessed and it is for this reason that a “pathway point” approach has been taken to the development of the framework setting out the skills required to deliver this pathway point.

There is more information on the pathway points at the start of section 3.

Managing forensic risk - the balance between public safety and person-centered care

In however the learning disabilities community forensic function is delivered it is evident that the distinction between the support of people with learning disabilities and those with additional forensic needs is the clear and effective management of risks.

It is expected that workers that support people will have skills and competences required to work effectively with people with a learning disability and/or autism and these skills are well set out in both the Skills for Health Core Skills Framework for Learning Disabilities and Generic Service Interventions Framework for Learning Disabilities that was published by Health Education England.

Fig.1. Triad of forensic risk



The additional skill in supporting people with learning disabilities and/or autism and their forensic needs in the community is concerned with the management and assessment of a triad of risks shown in Fig. 1 and will include observations and analysis of individual real life occupational situations in the community which will inform the management of forensic risk. These risks need to be dynamically managed and mitigated by those involved in the delivery of forensic support in the community.

The management of these risks is a responsibility of all concerned in the commissioning and delivery of care and support to individuals; from service commissioners to wider statutory health, care and criminal justice teams and to social care staff who support individuals with daily living needs in community accommodation settings.

Such risks involve those to the individual from themselves in the form of self-harm, recklessness or misuse of substances; risks to the public from the individual from the issue that has resulted in them coming into contact with the criminal justice service; (including violence, fire setting and sexually offending behaviour) and to the individual from the public across a number of issues including retribution, exploitation or victimisation. Providers of services will also be dynamically managing the risk from the individual to the workforce and from the workforce to the individual in ensuring the balance between public safety and person-centered support, considering deprivation of liberties and other human rights that need to be carefully observed.

Through the development of this framework, it has become apparent that there can be inconsistencies in definitions of behaviour that is construed as offending behaviours that people with forensic needs may display which could challenge services but would not be regarded as an offence.

It is expected that services and teams locally will consider on a case by case basis, the need for forensic related competencies within the workforce and how people with forensic needs who may also display behaviours that challenge services (but are not in themselves offences) will be supported.

Whilst complexity of individual need does not equate directly to forensic need, defining features of this population may be inclusive of, but not restricted to: mens rea (“to have criminal intent”), people engaging in sexual and violent offences, an increased likelihood of alcohol or substance misuse, additional mental health needs and neuro-developmental co-morbidities/ personality disorders.

People with learning disabilities who have additional forensic needs may be isolated with poor social networks and complex backgrounds. Discussion needs to link at a local level to define what constitutes forensic risk, and ensure the competencies are in place to offer support/interventions that are broader than a perspective of challenging behaviour.

Workforce design to support the successful management of risk in community forensic services for people with learning disabilities and/or autism.

Clear protocols and pathways

Possibly the most critical factor in the management of forensic risk in the community is the requirement for clear and transparent pathways to care. This is a particularly crucial component where the delivery of the community forensic function will be achieved through a collaboration of several teams working together across both organisational and sector boundaries.

To ensure pathways are accessible, access criteria should be compatible and aligned and each workforce should be clear where responsibility lies for each part of the pathway. All individual workers should know and be clear what their responsibilities are in the pathway.

Competences of teams that provide expert health and care

There are a wide range of teams that are involved in supporting people with learning disabilities and forensic needs in the community.

The competences set out in this framework will apply in different combinations for different groups of workers as they come together to deliver the community forensic function and social support required to live within a community.

To ensure that the skills are available in sufficient breadth and depth, commissioners and service providers can use this framework to review the existing workforce, the configuration of new teams or development of new roles to make sure that the competences described are available across teams that constitute the community forensic function.

The breadth of this workforce is apparent when examined in detail and can be observed on Fig. 2 below. All the workers will be working at a high level of specialism in their relative roles in supporting people with both health and social needs and managing forensic risks.

Fig. 2. Wider workforce involved in the delivery of forensic support in the community to people with learning disabilities and/or autism spectrum conditions



Risk management skills throughout the wider workforce – including the unregulated workforce

It is recognised that community services have not traditionally served people with learning disabilities and forensic needs well. Whilst there are some patches of best practice with highly specialised community forensic teams with learning disability skill, in many localities, specialist support has only been available within an in-patient setting.

It is therefore, perhaps unsurprising that most skills remain at the top tier of a highly specialised workforce as Fig. 3 shows. However, in order to develop new models of care and reduce forensic risk in the community, the importance of diffusing skills throughout the wider workforce who will be required to deliver the community forensic function and those who also provide care and daily living support cannot be underestimated.

Fig. 3. Skills in current workforce tiers



Whilst there is some existing provision for services of this nature, it is acknowledged that providing social care and daily living support to people in the community who have forensic and learning disability needs is not yet a universal service that is easily accessible in all areas.

Many independent service providers are keen to address the shortage in the delivery of these models of care and are seeking to understand the skills and competences needed by workers who deliver care and daily living support.

To assist these providers, the competence framework highlights the skills required by those delivering social care support and daily living and can be used to workforce development plans to ensure that staff are appropriately skilled in managing risks associated with working with people with learning disabilities and forensic needs.

Commissioners can use this framework to develop quality standards for minimum workforce requirements for packages of social care support.

Effectiveness of team working/transition points

As already described, the workforce involved in the care and support of a person with learning disabilities and forensic needs is unlikely to be a single team. It is more likely that the wider team delivering the community forensic function to people with learning disabilities and/or autism will be multi-disciplinary, multi-agency and include a variety of regulated and unregulated workers.

Team working skills are included in the framework and describe some of the well documented human factors which impact on the effectiveness of any team. One of the most often described component of effective teamwork is the ability of a group of co-workers to develop a sense of trust and task cohesion (the degree to which members of a group work together to achieve common goals).

In community forensic team work, the importance of trust between workers and interdependent teams becomes more acute as risk sharing arrangements and risk management depends upon being able to trust the objective observations, assessments, actions and opinions of many workers across the wider team. It is particularly important that there is a relationship of professional respect between team members where teams consist of workers who are from different specialisms (e.g. mental health, learning disabilities, social work etc).

Trust in teams is more easily established where teams are co-located or meet face to face frequently and are able to quickly develop a sense of task cohesion. In established teams where working arrangements are known and understood, the sense of trust and task cohesion is high and positive approaches to risk management are more likely to be present than in teams that are disjointed and lack a sense of trust and task cohesion.

Although co-located teams develop trust more quickly than those who are located separately, virtual teams can develop trust and task cohesion, but this develops more slowly due to infrequency of face to face communication. As many forensic functions will be carried out by workers spanning multi-disciplinary, multi agency teams, it will be important that as well as skills development, effective systems and ways of working are designed into pathways to ensure that teams that work together can develop trust and task cohesiveness, particularly those that work across organisational boundaries and who are not co-located.

System, organisational and worker resilience

Another component that will impact on the effectiveness of both the learning disability community forensic function and the wider workforce supporting in the community is resilience. To ensure sustainability of the workforce, system, organisational and worker resilience should be designed in as new local service models are developed.

Systems should be designed to be resilient, which means that funding arrangements, goals, shared outcomes and delivery mechanisms should be established early and be clearly understood by all stakeholders. Entry and exit criteria should be aligned across the system. Commissioning requirements should be clearly defined and key working relationships and outcomes easily identifiable.

In organisations, teams should be aware of clear protocols and ways of working within the organisation and intra agency. Staffing ratios and workloads should be appropriate and there should be clear lines of leadership. Roles should be designed with sufficient non-contact time built in.

At worker level, leadership and regular supervision and debriefing should be available. Workers should have access to high quality training and CPD and should know how to maintain their own wellbeing in the role. Workers should be supported to work within their own sphere of capability and know where, when and who to ask for support.

Section 2 – Relevant legal requirements, policies and standards and specific assessment tools, plans and programmes

Legal requirements and policy guidelines

Throughout the pathway we refer to the relevant legal requirements and current policy guidelines which govern the delivery of services to people with learning disabilities and/or autistic spectrum conditions and forensic issues.

These include:

- Mental Health Act (MHA)
- Conditional Discharge on Section 37/41 and Community Treatment Orders
- Mental Capacity Act (MCA) ,
- Court of Protection (COP),
- Caldicott principles,
- Guardian principles,
- Multi Agency Public Protection Arrangements (MAPPA),
- Sexual Offences Act,
- Deprivation of Liberties (DOLS) ,
- “Easier read”, Accessible information standard NHS E2016) ,
- Prevent. Duty guidance for the prevention of terrorism. HM Government. Home Office Publication 2015.
- MARAC (Multi Agency Risk Assessment Conference)

Specific tools, assessment tools, plans and programmes

Throughout the pathway we refer to specific assessment tools and, rather than naming them all and organising in a prescriptive way have listed examples only of current assessment tools used below. The choice and application of assessment tools will be a matter for professional judgement. The list is neither exhaustive or prohibitive and it is recognised that many of these assessment tools are modified (adapted) in order for them to be appropriate to use with people with learning disabilities and/or autistic spectrum conditions, and will include Mental Capacity Assessment and Best Interests Assessment. Contributors to the framework made reference to the:

- 5Ps,
- CHIME factors. Connectedness - Hope - Identity - Meaning - Empowerment.
and
- Communication systems and tools for organisations e.g. Green Light Toolkit, Learning Disability registers, Health Action Plans, Hospital Passports and Five Good Communication Standards (RCSLT, 2013).

Risk assessment tools:

- ARMADILLO (The assessment of risk and manageability of individuals with developmental and intellectual limitations who offend)
- HCR-V3 (Violence, risk assessment and management instrument)
- START (Short term assessment of risk & treatability)
- SAPROF (structured assessment of protective factors)
- SVR-20 (sexual violence risk)
- VRAG (violence risk assessment guide)

Diagnostic and classificatory tools:

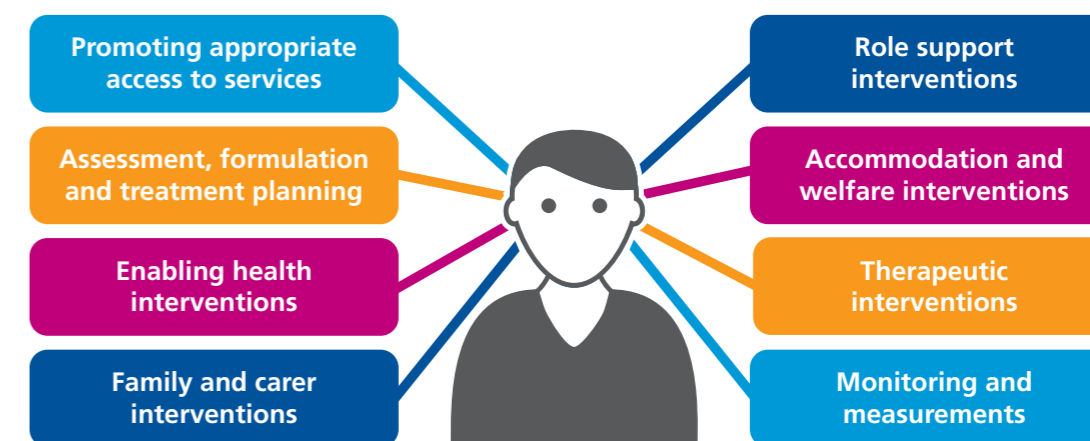
- ADI-R (autism diagnostic interview)
- ADOS (autism diagnostic schedule)
- AAA (adult Asperger assessment)
- 3-DI (autism diagnostic tool)
- DISCO (autism diagnostic and profiling tool)
- AQ (autism quotient)
- EQ (empathy quotient)
- ASDI (autism screening diagnostic interview)
- ICD (international classification of diseases)
- Multi-axial diagnosis
- WAIS (Weschler adult intelligence scale)
- WASI (Weschler abbreviated scale)
- NART (national adult reading test)
- Connor's (ADHD diagnostic tools)
- ASRS (ADHD screening tool)
- LDSQ (learning disability screening quotient)
- Vineland Adaptive Behaviour Scales (test of functional ability)
- ABAS (adaptive behaviour assessment scales)
- TOAL-4 Test of Adolescent and Adult Language
- CASP Communication Assessment Profile

Support and Treatment Programmes

- ASOTP (adapted sex offenders treatment programme)
- SOTSEC (sex offenders treatment collaborative for intellectual disabilities, adapted sex offenders treatment programme)
- FSTP (fire setter's treatment programme)
- Equip (moral reasoning group programme)
- Adapted Dialectic Behaviour Therapy skills (e.g. 'I Can Feel Good' skills programme)
- Comic Book Conversations/Social Stories (for people with ASD)
- Positive Behaviour Support models

Section 3 – Competencies at pathway points

The pathway points are shown in Fig. 4 below. These pathway points have been reviewed by professionals working in a variety of delivery models across England and are considered to be sufficiently common to be applicable to all learning disability community forensic service delivery configurations.

Fig. 4. Learning Disability Care and Support Pathway

Whilst the pathway points are generic in description, the detail of the competences within each section includes highly specialised skills which may need to be available to the team involved in delivering community forensic support to people with learning disabilities and/or autistic spectrum conditions.

Within the document, the competences are represented in the relevant sections of the care pathway, and are described in terms of knowledge and skills statements. Essentially included are competencies relating to team skills and leadership skills, needed at every point in the pathway.

The competencies have in turn been mapped to national occupational standards. These standards provide a detailed description of the competency and are useful for those responsible for the design and delivery of education and training and for those with responsibility for performance and capability issues. The detail of these occupational standards is included in the appendices.

This document has also been reviewed for alignment and congruence with other standards that relate to the delivery of community forensic services including:

- [Standards for Community Forensic Mental Health Services \(2013\)](#)

and

- [Forensic Mental Health Social Work: Capabilities Framework, Department of Health \(2016\)](#)

The competencies that are directly relevant to support workers are embedded within this section, but to provide extra assistance to those organisations whose focus is the provision of social care and daily living support these have been extracted from the pathway and can be found separately in Section 4.

Each pathway point includes a description of the “I story” statements that relates directly to the outcomes for the individual at that pathway point. These statements have been taken from the NHS Executive service specification for the community forensic function and provide a direct link between worker competence and outcomes for the individual. The statements are exemplars of what an individual might hope to experience as a result of receiving inputs from the community forensic services, but it is recognised that not all individuals will be able to perceive or express the outcomes in the same way.

Used across the pathway: team skills

The following two pages detail the competencies that relate to Team working and Leadership which need to be present and applied across all of the pathway points.

Team working skills - required in teams working to provide a community forensic service to people with learning disabilities and/or autistic spectrum conditions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> learning disability and/or autistic spectrum conditions forensic issues including: <ul style="list-style-type: none"> - comorbidity - the interface with offending - the criminal justice system - secure services - prison offending behaviour - probation - treatment and interventions - risk management including how to formulate a plan, carry out assessment and raise concerns. mental health in learning disability autistic spectrum conditions including pathological demand avoidance specific relevant legislation, national and local policy the specific relevant legislation governing an individual's mental health and capacity in the community commissioning arrangements and responsibilities services available nationally and in the locality, their culture and ethos the different roles and responsibilities, eligibility and criteria assessment processes used by the organisations/services the role of responsible clinician and social supervisor processes and procedures for inter-agency working, what "joined up" working means in practice including the role of a key worker and care coordination the range of diagnostic and risk assessment tools and processes available to the services evidence based practice how risk management may change or influence an individual's care plan. 	<ul style="list-style-type: none"> apply knowledge to practice communicate and negotiate with a range of people in a variety of situations and to challenge assumptions work in partnership with a range of people in different services and organisations to ensure best outcome for the person organise and keep records act as a coordinator, providing a consistent point of contact and timely interventions deliver specific, specialised training in relation to the needs and risks of a person reflect on practice and develop own team skills build trust and resilience in the team and team members contribute to the development of your own service.

Used across the pathway: leadership skills

Leadership skills - required in teams working to provide a community forensic service to people with learning disabilities and/or autistic spectrum conditions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> relevant legislation, local and national policy commissioning arrangements and responsibilities the environment in which the organisation operates and current evidence based research and developments in learning disability and autistic spectrum conditions care and support governance, including clinical governance, the responsibilities, liability, and associated structures, and the requirements of regulatory bodies services available nationally and in the locality the culture and ethos, roles and responsibilities of different agencies and the professional services within the agencies the practical requirements applicable to each of the involved services, the different roles and responsibilities, the lines of working between agencies and clear routes to decision making between agencies the requirements of the criminal justice system, and other issues related to interaction between the forensic environment and wider social and family setting for example victim issues and safeguarding. the roles and responsibilities of the multi-disciplinary team, the role of responsible clinician and social supervisor and identification of role holders how expertise can be shared between multiple agencies, including provider organisations, and how differences between individuals, teams and organisations reflect and illuminate the complexity of the issues related to individual service users. how to develop and support those working in the service, and the use of clinical and managerial supervision and reflective practice how to build confidence and resilience in individuals working in a team and within the team itself, to be able to learn from practice. 	<ul style="list-style-type: none"> apply the principles of good governance to practice, ensuring the service is safe, effective and well run offer professional opinion appropriate to level of capability and role influence the quality of care across the sector work collaboratively to deliver integrated services as part of a multi-agency team, ensuring expertise is accessible to those working with an individual influence the culture of their workplace regarding desired attitudes and ways of working, such as promoting value based, person-centered approaches to care, and safe ways of working to provide direction, disseminate best practice and to monitor, motivate and support staff to meet their objectives resolve conflict support the development of staff and build resilience within the team take care of those working in the service undertake managerial and clinical supervision of staff and support reflective practice lead teams building confidence and resilience within the team and the people working in it.

Pathway Point - access to services, care coordination and risk management

The “I story”:

- “I understand how the care, support and treatment I am getting is responsive to my needs.”
- “I can get specialist help and support at an early stage to avoid a crisis.”
- “I am supported to understand and manage my own behaviour, and to understand the consequences of my actions.”
- “I have information about my care and support that is accessible and up to date.”
- “I have help to make informed choices.”
- “I am treated with dignity and respect and I feel that I am listened to.”
- “I am supported to manage any risks.”
- “I am supported to be safe and a part of my community.”
- “I feel that my community is a safe place to live and local people look out for me.”
- “I am getting expert support from people with the right skills and expertise.”
- “I am recognised and respected as the person I am.”
- “I understand how the care and support I am getting is responsive to my needs.”
- “I understand what I must do and what I must not do to stay out of trouble”
- “I know what to do if I am in a situation I know is risky.”
- “I am getting expert support from people with the right skills and expertise.”
- “I am supported to understand and manage my own actions, and to understand the consequences of them.”
- “My needs are understood and met in ordinary community settings.”
- “My health and social care needs are met/managed in a way that reduces inequality and reflects my choices and wishes.

Headings in this section are:

- Promoting Appropriate Access To Services: Supporting Individuals
- Promoting Appropriate Access To Services: Planning and Implementing Services
- Managing Referrals, Transfers, Transitions/Discharges
- Managing Care Plan Approach, Including Care Planning
- Positive Risk Management Including Risk To Self and Others, Safeguarding and Personal Safety
- Crisis and Emergency Planning

Promoting appropriate access to services: supporting individuals

Promoting appropriate access to services: supporting individuals	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • the needs and presentation of people with learning disabilities • the needs and presentation of people with autistic spectrum conditions • how to promote the service, verbal, written or electronic, formal or informal using best practice guidance to ensure that information will be understandable • how an individual may require support when accessing information and how that support may be provided • what reasonable adjustment means • why and how good written and verbal communication including by telephone is essential • how to support access to own agency, the terms of the service including eligibility criteria/ requirements (e.g. age, disability, level of risk), the referral routes to your service, and the implications for the individual service user • other agencies, services within social care/ other organisations, local people/services and community links, the criminal justice system and criminal justice liaison, diversion services and probation and youth justice, and substance misuse services. • how to support the most appropriate referral taking into account the views and needs of the individual • the role of the appropriate adult • how to ensure that relevant, objective and triangulated information is obtained from referrers • the principles of person centered planning. 	<ul style="list-style-type: none"> • promote the service in a variety of ways e.g. verbal, written or electronic in an understandable format, formal or informal, offering guidance • communicate effectively with people with communication difficulties, including written and verbally and particularly by telephone • provide support for an individual to help them with communication • assess individuals for eligibility for services • liaise with other services and organisations, including the Criminal Justice System • plan a pathway with individuals • build relationships, engage and motivate individuals who are reluctant to use the service • prioritise referrals based on the assessment of risk • work with families, referrers, and social care support to ensure there is a shared understanding of the expectations and boundaries of the service • undertake dynamic assessment of risk to the public/other people and the individual.

Promoting appropriate access to services: planning and implementing services

Promoting appropriate access to services: planning and implementing services	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • how policy and processes relating to care provision, care programme and planning are developed • service planning and service development including multi agency collaborative working • commissioning arrangements and responsibilities • resources and funding streams, and how they may be accessed and used to effectively • learning disability and autistic spectrum conditions forensic services pathways and the criminal justice system • demographic information relevant to future planning • pathway planning and pathway commissioning for learning disability and autistic spectrum conditions forensic services taking account of current best practice and guidance for forensic and learning disability services provision • pathways available to support transitions between child' and adult' services and between levels of service • the locally available services • how a coordinator role can benefit the implementation of a pathway 	<ul style="list-style-type: none"> • develop policy and processes leading to care planning/provision • plan, commission and develop services • plan and develop pathways for a service • use information relating to the population to inform planning • identify any unmet needs/gaps in current service provision.

Managing referrals, transfers, transitions/discharges

Managing referrals, transfers, transitions/discharges	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • relevant legislation and law, codes of practice, protocols and procedures relating to transfers, transitions and discharge and the associated roles and responsibilities • national and local services, commissioning, funding, costs and benefits and their eligibility criteria and assessment processes and time scales • who should be involved in the workforce and their roles • how to plan transfers and transitions between, and discharge from services • the multi-disciplinary team including: <ul style="list-style-type: none"> - appropriate professionals with specific knowledge e.g. learning disability/ mental health nurse, psychiatrist, psychologist, occupational therapist, speech and language therapist, social worker • how to access welfare, and housing services and others as appropriate • how a specific treatment pathway fits into the overall pathway for that individual • the role of liaison professionals, particularly in relation to the Criminal Justice System • when to involve an individual in decision making and when it is appropriate to discuss their care without them being present • how to support transitions between different levels of care and between different services e.g. hospital/prison-community, out of area-in area. • how to negotiate with specialist teams e.g. a substance misuse team, to agree who leads on providing a service and who can enable reasonable adjustments for the individual • how to present clearly to long term social care providers the levels of support required by an individual • how to negotiate with long term social care providers to assure the levels of support required by an individual • the importance of record keeping • information sharing protocols. 	<ul style="list-style-type: none"> • prepare the individual for the next stages of the care pathway • work as part of the multi-disciplinary team and contribute to multi-disciplinary team decision making and formulation ensuring the use of evidence based systems and processes • undertake reviews of plans, treatment and care • contribute to discussion of referrals by the multi-disciplinary team • refer individuals onto other services • progress and support referrals to other services • co-ordinate the process of delivery of care • carry out appropriate handover • manage/support management of the transition between levels of care and different services • manage the discharge process • carry out, support or contribute to discharge planning.

Managing care plan approach, including care planning

Managing care plan approach, including care planning	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> learning disability and autistic spectrum conditions and relevant health issues including co-morbid health related conditions, complex physical health requirements, behaviour that challenges, psychological healthy living environments and the care plan approach the legal and ethical requirements for assessments, when they are applicable, and the impact of incorporating positive risk-taking how to ensure care plan is compliant with requirements of the specific legislation relating to mental health in the community particularly where an individual has specific conditions relating to their discharge or treatment how to contribute to/lead on care planning all professional roles and contributions and where your own role fits into the care plan how to construct and write a person-centered care plan/support plan that is person centered and outcome focused how autistic spectrum conditions, mental health, personality disorder and post-traumatic stress disorder affect the presentation and offending behaviour in the individual and the impact this has on the planning of care/ treatment the timescales of transfers between services and for discharges to take place appropriate funding and resources in the service area, and how to access them person centered planning and what personalisation means the use of advocacy skills to support the individual and to broker and/ or enable health interventions. how to contribute to/manage care-coordination the importance of record keeping in managing forensic risk information sharing protocols. 	<ul style="list-style-type: none"> manage a care plan/programme use professional judgement and make decisions interpret and apply the requirements of legislation, policies and standards write/ contribute to a care plan/support plan, employing a person centered and outcome focused approach discuss with an individual their risk factors and their level of risk manage expectations, know the person, consider the family, and their needs assessing each case on an individual basis work collaboratively and co-ordinate with, inform, and support other professionals, care givers/staff to manage particular interventions contribute/manage care coordination monitor treatments, progress and care, review outcomes and make appropriate changes make observations, monitor and record/report appropriately use accessible language and accessible resources.

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

Positive risk management including risk to self and others, safeguarding and personal safety	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> risk management and what positive risk management means in practice safeguarding procedures how to recognise and respond to a safeguarding issue and its implications the development and implementation of risk and safety management plans, using collaborative approaches the principles and procedures of standardised structured risk assessment person centered, values-based risk assessment how risk management can involve balancing the individual's rights alongside risks to other people the decision-making process how and when risk assessment should take place monitoring in all contexts including bed-based services, community settings, home settings the role of culture in safeguarding situations the management of actual or potential risk behaviours/aggression, and the impact on health needs proactive and reactive strategies and environmental issues, least restrictive principle, safe restrictive physical interventions the role of positive behavioural support. 	<ul style="list-style-type: none"> use a risk assessment toolkit carry out a risk assessment, relevant to the context of the individual 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 work to assess and manage risk in conjunction with the multi disciplinary team, in a multi-agency environment 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 monitor safeguarding in all contexts undertake a risk assessment including emotional, financial, physical, sexual factors manage actual or potential aggression in line with current legal requirements.

Crisis and emergency planning

Crisis and emergency planning	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> crisis/emergency planning the early signs of relapse and crisis and how to recognise and articulate this in relation to the individual and family scenario planning, building on risk assessment tools that help predict potential violence relapse prevention and management plans 	<ul style="list-style-type: none"> lead on/contribute to the formulation of crisis and emergency plans carry out of crisis and emergency planning. advocate restriction of movement based on patient need/public safety.

Pathway Point - assessment, formulation and intervention/treatment planning

The “I story”:

- “I have my needs recognised in mainstream services and get the support I need.”
- “I am offered early support to maximise my life chances.”
- “I am supported to understand and manage my own actions, and to understand the consequences of them.”
- “I understand how the care and support I am getting is responsive to my needs.”
- “I am supported to be part of my community.”
- “I am supported to understand my legal rights and to access the criminal justice system/ youth justice system.”
- “I have access to service that are reasonably adjusted.”
- “I am respected and listened to.”
- “I am treated fairly in the justice system.”

Headings in this section are:

- Undertaking Assessment Processes
- Mental Capacity
- Processing information and formulation
- Intervention and treatment planning

Undertaking assessment processes

Undertaking assessment processes	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • the underpinning knowledge required for assessment • how an individual’s mental health, condition or disability can impact on the risk they pose towards themselves and others • the individual’s forensic background and how to effectively manage the risk to themselves and to others • the process of assessment <ul style="list-style-type: none"> - of daily activities - of mental/physical health conditions - standard, generic, specialist, repeat - complex, profession specific • how to collate historic information and how to analyse this in relation to future planning • the links between the social and legal context, learning disability, autistic spectrum conditions and offending and how to incorporate this into future planning • the links between the social and legal context, learning disability autistic spectrum conditions and offending, and how this applies to assessments and interventions • how to engage stakeholders in order to gather all relevant and appropriate information to inform assessment, care planning and the review process • how to promote inclusive communication approaches and adapt communication to meet the needs of the individual • how to educate and support the individual, offering hope and support whilst simultaneously protecting the public • the use of assessment tools • how to analyse and process assessment findings to determine interventions necessary • functional analysis • positive behaviour support • how to work in a collaborative manner to support the individual to develop their skills. 	<ul style="list-style-type: none"> • undertake assessments which may be: <ul style="list-style-type: none"> - standard - generic - specialist - of learning disability/autistic spectrum conditions - mental/physical health conditions - complex - profession specific - of daily activities • multi-disciplinary structured judgement assessments • multi-disciplinary actuarial assessments • use assessment tools • adapt communication to meet the needs of the individual and promote inclusive communication approaches • analyse assessment findings and determine interventions indicated • undertake functional analysis.

Mental capacity

Mental capacity	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> legislation, national and local guidelines, policies and protocols the underpinning knowledge required and the process of assessment assessment tools, how they are used and what they indicate who/which services should be involved up to date case law. 	<ul style="list-style-type: none"> lead on carrying out a mental capacity assessment carry out a mental capacity assessment communicate and share information with teams to ensure a positive outcome for the individual refer onto to specialist services where required.

Processing information and formulation

Processing information and formulation	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> how to engage with and gather information from the individual, and others e.g. family, carers, support workers how to work within a multidisciplinary team which may include internal and external teams and agencies for example, police, housing, community care, probation, non-learning disability forensic services and primary care services, e.g. general practitioners, district nurses when and how to seek expert advice a theoretical formulation model and how to derive an appropriate intervention strategy. 	<ul style="list-style-type: none"> set out the service users' needs at the beginning of the process in order to support and enable them to move on collate information from others about the individual, e.g. family, carers, support workers utilise/engage a multidisciplinary team which may include internal and external teams, and external agencies, police, housing, community care seek appropriate/expert advice analyse and process information and formulate an appropriate intervention strategy refer the individual service user for specialist risk assessments from relevant professionals formulate a hypothesis provide stakeholders with timely and relevant information.

Intervention and treatment planning

Intervention and treatment planning	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> how to involve an individual, working collaboratively and using person centered planning methods how to use assessments to inform professional judgement and decision making the development and implementation of intervention and care plans, incorporating treatment imposed by legal frameworks how to develop/contribute to treatment/intervention/care plans Interventions specific to an individual's needs including offence specific interventions, psychological therapy, coping strategies, medication interventions available to support an individual to engage in meaningful life roles and occupations and manage their daily living needs including strategies to access to health and social care resources how to observe and record information to support behavioural analysis and inform plans how carers and friends may be supported. 	<ul style="list-style-type: none"> work collaboratively with the individual, ensuring effective communication e.g. verbal, use of interpreters, easier read, or pictorial contribute to the production of treatment, intervention and care plans use assessments to inform professional judgement and decision-making use person centered thinking tools make decisions and adapt plans to suit the requirements of the individual gather, observe and record information to support behavioural analysis and inform review and further planning.

Pathway Point - enabling health interventions

The "I story":

- "My health needs are met by services making the reasonable adjustments I need."
- "I am supported to access mainstream health care provision, ensuring parity of esteem, in relation to my health needs."
- "I'm supported in a way that works for me and I get support to communicate what I need and how I am feeling."
- "I have access to a range of support that helps me to remain well and healthy."
- "I have a choice about where I live and who I live with."
- "I have a good and meaningful life."
- "I am supported to manage any risks."
- "I am supported to be safe and a part of my community."
- "I feel that my community is a safe place to live and local people look out for me."
- "My needs are understood and met in ordinary community settings."
- "My health and social care needs are met/managed in a way that reduces inequality and reflects my choices and wishes."
- "I have access to service that are reasonably adjusted."

Pathway Point - enabling health interventions cont.

Headings in this section are:

- Signposting/supporting access to mainstream health services
- Promoting healthy lifestyle choices
- Supporting the choices and self-determination of the service user
- Promoting effective communication about health needs

Signposting/supporting access to mainstream health services

Signposting/supporting access to mainstream health services	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • how people with learning disabilities have poorer health than their non-disabled peers, and differences in health status • the increased risk associated with specific genetic and biological causes of learning disabilities • health issues, which may be mental, physical or psychological or environmental and how to respond with appropriate action, e.g. including abuse and neglect, substance abuse and common learning disability co-morbidities e.g. constipation, hearing loss, dementia, dysphagia, diabetes, epilepsy, sensory needs, self-injury, pathological demand avoidance • the effect of antipsychotic medication on physical health • alternative presentations of physical health in learning disability e.g. change in behaviour • the elderly presenting with common presentations relevant to learning disability 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 • minority/vulnerable groups • local specialist and mainstream services, and the way they work together • relevant legal frameworks • how decisions are made and the role of advocacy. 	<ul style="list-style-type: none"> • identify health issues, which may be mental, physical or psychological, and to respond with appropriate action • support health checks for individuals with learning disabilities. • advocate on behalf of the individual • decide or contribute to the decision as to which is the most appropriate service to meet the need of the individual • understand the value of early signposting • navigate for an individual, through local specialist and mainstream services • work with mainstream mental health services particularly with respect to reasonable adjustments • manage or contribute to the management of the transition from mainstream child to adult services • work with all individuals with common presentations relevant to learning disability.

Promoting healthy lifestyle choices

Promoting healthy lifestyle choices	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • legislation, national and local policies and protocols • learning disability and autistic spectrum conditions and the implications for the making of healthy lifestyle choices • vulnerable groups and communities • the barriers to a healthy lifestyle and how they may be overcome e.g. restricted food preferences, the development of cooking skills • the services providing healthy lifestyle advice and options, including community options e.g. slimming groups • health promotion and healthy lifestyle choices, e.g. substance misuse, obesity management, smoking cessation, medication compliance, sexual health, good emotional and mental health, balanced lifestyle, work, rest and play. 	<ul style="list-style-type: none"> • refer to services providing healthy lifestyle advice and options • suggest, encourage, and support and promote healthy lifestyle options with respect to: <ul style="list-style-type: none"> - a balanced lifestyle, work, rest and play - substance misuse management, obesity management, smoking cessation • work creatively to support the services providing healthy lifestyle advice and options, including community options.

Supporting the choices and self-determination of the service user

Supporting the choices and self-determination of the service user	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • legal requirements, national and local policies and protocols • 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 • how an individual may be empowered to self-advocate and so alert others to their needs' • how to devise creative solutions to communication problems for individuals • how to devise creative solutions to occupational problems for individuals • valid consent and its implications • the value of maximising the individual's potential and optimising their abilities • adult safeguarding. 	<ul style="list-style-type: none"> • set up contracts for support services to meet an individual's needs. • inform, guide and support an individual while allowing them to make own choices • support/enable/empower individuals to self-advocate so they can alert others to their needs • adapt knowledge, and devise creative solutions to communication problems for individuals • enable individuals to make informed judgements, particularly with respect to risk management • use the principles of valid consent in practice.

Promoting effective communication about health needs

Promoting effective communication about health needs	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • how to communicate and work with other providers to achieve best outcomes for an individual • systems and tools that help to communicate an individual's relapse prevention • adult safeguarding 	<ul style="list-style-type: none"> • to communicate and work with other providers to achieve the best outcome for an individual. • use systems and tools effectively.

Pathway Point - therapeutic interventions

The "I story":

"I understand how the care, support and treatment I am getting is responsive to my needs."
 "I can get specialist help and support at an early stage to avoid a crisis."
 "I am supported to understand and manage my own behaviour, and to understand the consequences of my actions."
 "I am supported to understand and manage my own actions, and to understand the consequences of them."
 "I understand how the care and support I am getting is responsive to my needs."
 "I am supported to be part of my community."

Headings in this section are:

Physical health care (including dysphagia and seizures management)
 Evidence-based psychotherapeutic interventions
 Medications management

Physical health care

Physical health care	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • different therapeutic approaches • physical health and factors such as diabetes, epilepsy, obesity, dementia, • epilepsy and other neurological conditions • neuropsychological assessments, interventions and monitoring • a range of care support activities • the nursing cycle, assess, plan, implement, 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 • dysphagia and risk of choking management • diet interventions • dental care • screening for equipment needs and assistive technology. 	<ul style="list-style-type: none"> • advise, supervise and offer consultancy • use critical analysis • manage physical conditions • carry out basic life support • undertake first aid interventions. • manage symptoms and episodes alongside treatment/care plan/interventions • carry out therapeutic interventions • assist with the implementation of therapeutic interventions • refer to specialist professionals e.g. speech and language therapy, occupational therapy.

Evidence-based psychotherapeutic interventions

Evidence-based psychotherapeutic interventions		
Requires a knowledge and understanding of:		Requires the ability to:
<p>Different therapeutic approaches including:</p> <ul style="list-style-type: none"> • systemic approaches • the need for reasonable adjustments in mainstream offenders' services • models of therapeutic framework/ evidence/research and how they may be adapted to help the individual • forensic support and how to develop insight regarding risk to the individual and others • risks to self and others • psychological and emotional health formulation • evidence based- cognitive behavioural therapy/dialectical behavioural therapy • mental health and scientific practitioner model • behavioural analysis, behavioural approaches, positive behaviour support • psychotherapy • counselling • family therapy • systemic therapy • relationship/sexuality therapy • speech and language therapy informed work including the of inclusive communication approaches • eye movement de-sensitisation and reprocessing • art therapy. 	<p>As applied to:</p> <ul style="list-style-type: none"> • Anxiety/depression • Emotional regulation (e.g. anger/distress) • Relationships/sexuality • Self-harm/suicidal behaviour • Trauma/abuse • Offending behaviour (violence, sexual, fire-setting) • Voices/delusions. 	<ul style="list-style-type: none"> • 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 • work with the individual /client groups as part of therapeutic process • support delivery of the care • support providers and enable them to increase their skills base • provide training for other parts of services.

Medications management

Medications management	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • policies and procedures relating to medicines • the role of the acute hospital liaison nurse • 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 • medication intervention monitoring • self-medication and monitoring and what to do if individual suffers side effects • alternative strategies to reduce medication dependency. 	<ul style="list-style-type: none"> • manage medication • prescribe medication • administer medication • assist in the administration of medication • support self-medication • ensure information about medication is provided in an understandable format.

Pathway Point - role support interventions

The "I story":

- "I am treated with dignity and respect and I feel that I am valued."
- "I am in control of planning my care and support."
- "I am supported to maintain my independence and to have family relationships and friendships."
- "The people who are supporting me have the specialist skills and expertise I need."
- "I am supported by people who help me to make links in my local community."
- "I am able to maintain relationships with family and friends."
- "I have help to make informed choices."
- "I am treated with dignity and respect and I feel that I am listened to."
- "I am supported to manage any risks."
- "I am supported to be safe and a part of my community."
- "I feel that my community is a safe place to live and local people look out for me."
- "My needs are understood and met in ordinary community settings."

Headings in this section are:

- Supporting person centred activities and functioning
- Maintaining and developing community links and opportunities to engage in mainstream activities

Supporting person centred activities and functioning

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:	Requires the ability to:
<ul style="list-style-type: none"> • how fluctuations in physical and mental health will affect the individual • relevant legislation, national and local policies and protocols • culture diversity, gender, sexuality including safe sex • services available: step down beds, independent/private sector provision, day services, transport provision, educational/vocational activities, community activities • sources of funding and how to access them • different models of support, supported living, personal assistants and direct payments • plans made with the individual • the use of technology to support the individual • family dynamics in relation to care provision and risk consideration • the influence of demographics and cultural factors • how to engage with people with a range of communication needs/behaviours, for example pathological demand avoidance • the impact of any victim considerations and ministry of justice restrictions • the balance with public protection • activity analysis and occupational functioning • capable environments and how they will support positive risk management. 	<ul style="list-style-type: none"> • access support services available • identify and access sources of funding • support the individual with respect to access to financial support and money management • deliver/support personal care activities • assisting with food and meal preparation • assisting with feeding • assisting with getting dressed • undertake activity analysis, occupational functioning (in the context of environment), occupational strengths and limitations, functional ability in daily living activities and enhance/maximise independence • evaluate the needs of the individual and grade activity in order to support functioning with consideration for: <ul style="list-style-type: none"> - provision of a safe and supportive capable environment for themselves and others to robustly manage risk factors - educational/vocational and occupational requirements - formation of plans including risk assessment - identification of the individual wishes - education requirements - carer/family competencies - psychological support - physical support, equipment and adaptations - social integration, - management of reasonable adjustments and - the interface with other agencies, e.g. maternity, police, multi agency public protection arrangements, probation service, ministry of justice • recognise own emotional response to individual's risk factors and actions and use techniques to minimise the impact on the service and the individual's themselves • be aware of multiple/simultaneous perspectives of the individual, who maybe both victim and perpetrator.

Maintaining and developing community links and opportunities to engage in mainstream activities

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:	Requires the ability to:
<ul style="list-style-type: none"> • the barriers to engagement • how to provide individuals with advice and support to help with making choices, for example with respect to housing • how the factors that are causing/maintaining offending behaviours will limit the individual's opportunities • how to use models appropriate to the persons need/situation, e.g. person-centered planning. • the opportunities that are available to the individual • social media/internet safety • the importance of communicating with and advising the individual, care teams and families about social media/internet safety • data protection relating to the access of information about individual on-line. 	<ul style="list-style-type: none"> • enable successful and sustained engagement • modify and adapt the person, activity and/or the environment • review the needs of the individual with consideration for: <ul style="list-style-type: none"> - formation of plans - education requirements - carer/family competencies - psychological support - physical support, equipment and adaptations - social integration, - management of reasonable adjustments and - the interface with other agencies, e.g. maternity, police • to provide individuals with advice and support to help with making choices, for example with respect to housing • help people and individuals consider issues and disclosure, so they know how and when they must, and how and when they might choose not to with potential employers, landlords and partners • assess the risk to the community in relation to an individual's risk history and the ability to manage the risks.

Pathway Point - family/carer interventions

The "I story":

"My family and paid staff are supported and know how to support me."
 "I am supported to be safe and a part of my community."

Headings in this section are:

- Assessment of carer's needs
- Maintaining relationships
- Supporting families including siblings
- Supporting carers with their needs
- Supporting carers to undertake the caring role

Assessment of carer's needs

Assessment of carer's needs	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> carer's assessments, their purpose and content the legal and national policy and protocol requirements eligibility for advocacy support. 	<ul style="list-style-type: none"> 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 specific risk assessments in relation to a carer's needs carry out an informal carer's assessment.

Maintaining relationships

Maintaining relationships	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> how to support the individual to maintain and develop their relationships with family and friends where positive and appropriate how meaningful activity and social inclusion support pro-social relationships, reduces social isolation and loneliness and anti-social relationships and supports identity development and a sense of belonging and social connectivity the relevant legal requirements, national and local policies the difficulties associated with out of area placements therapeutic needs such as development of social skills and empathy how common co-morbidities affect relationship development and maintenance the impact of loneliness awareness of "mate crime" the impact of the individual's activities on family and friends safeguarding needs, balancing risks and benefits. 	<ul style="list-style-type: none"> recognise the individual's strengths and resilience support individuals to maintain their relationships with family and friends support individuals to develop new/healthy/ appropriate relationships connect the individual to the local community to enable relationship development link individuals with meaningful social-based occupations.

Supporting families including siblings

Supporting families including siblings	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> roles in families and of family dynamics the benefits of family involvement in care that families and /or individuals may have reservations about the level of involvement in the care of the family the needs of the individual in relation to person centered care and how the family may be supported, educated and trained appropriately needs of families/carers with high levels of stress, poverty, and isolation and poor access to services e.g. minority groups, parents with learning disabilities, ageing parents/carers risk management, safeguarding how to offer appropriate advice and support how to communicate clearly and understandably how to support the individual and their family when receiving a diagnosis of autistic spectrum conditions the impact of autistic spectrum conditions on the individual the impact of emotion and anxiety on a family and how that impact may be managed how to support families to respond early to potential difficulties/ relapse in condition/ outcome family/carer interventions and how to undertake them low level preventative interventions family and systemic therapy for parents/carers, and the balance with service users healthy psychological environments and healthy/positive family relationships the value of respite care, and how to support access to it confidentiality and data protection requirements. 	<ul style="list-style-type: none"> understand family and carers, and to respect and not overburden them help families to make choices 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 support the individual and their family when receiving a diagnosis of autistic spectrum condition help families to manage the impact of emotion and anxiety 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/ relapse in condition/outcome implement recommendations that take into account communication needs of the carer identify/create physical resources to support family/carers undertake family/carer interventions help to create healthy psychological environments for individuals by giving support and advice to carers and families to arrange respite care.

Supporting carers with their needs

Supporting carers with their needs	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • provide interventions that will help to meet the carer's needs • train, advise and support staff and carers to utilise positive behaviour strategies.

Supporting carers to undertake the caring role

Supporting carers to undertake the caring role	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • the needs of the individual 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/refer • of how to deliver education and training for: health/social care/ independent provider staff, staff groups/multi-disciplinary team, carers/families, individuals • how to access emergency/crisis care. 	<ul style="list-style-type: none"> • raise awareness, give training 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/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: health/social care/ independent provider staff, staff groups/multi-disciplinary team, carers/families, individuals. • recognise an emergency or imminent crisis and enable access to emergency/crisis care.

Pathway Point - accommodation and welfare interventions

The "I story":

"I have a choice about where I live and who I live with."

"I am able to maintain relationships with family and friends."

"I have help to make informed choices."

"I am treated with dignity and respect and I feel that I am listened to."

"I feel that my community is a safe place to live and local people look out for me."

Headings in this section are:

Practical housing support

Accessing benefits

Practical housing support

Practical housing support	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • the different models of supported housing/ accommodation options for people with an learning disability /autistic spectrum conditions and forensic history or with an offending background and/or autistic spectrum conditions • partner organisation's procurement processes • the housing process and current vacancies and developments • assistive technology and how to access it • the environmental requirements of the support team • a whole systems approach whereby inappropriate admission is prevented and discharges are facilitated to ensure that they are sustainable • how accommodation needs to be tailored to suit changing health needs and to prevent hospital admission • how to identify and assess what changes to the environment are required including physical / and social environment needs/adaptations/ modifications • systems/methods of physically supporting people to express their preferences • the systems and mechanisms involved in joint working across professional boundaries and services • restrictions and risk factors relating to individual service users • the situations and social settings from which individual service users come and to which they may return • the impact of economic and social exclusion issues on individuals and their families. 	<ul style="list-style-type: none"> • take part in joint working across professional boundaries and services • work as part of the multidisciplinary team on behalf of the individual • integrate accommodation and welfare interventions with other interventions • transfer/communicate relevant knowledge and information with respect to the individual to the housing/support officer • support external providers/stakeholders by providing appropriate training/advice/support • support individual service users to physically express their choices about where they want to live • to assess environment and determine whether it meets the persons needs • assess and mitigate risk • identify and assess what changes to the environment are required including physical environment adaptations • give input to housing/accommodation assessments for people with a learning disability/autistic spectrum conditions and forensic history • to help determine and support appropriate long-term housing arrangements.

Accessing benefits

Accessing benefits	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • appropriate systems/methods of supporting people to express their preferences, providing education as appropriate • the assessment of an individual's capacity to understand finances • the systems and mechanisms involved in joint working across professional boundaries and services • the impact of restrictions and risk allowances, for example a carer's allowance • where to get specialist help. 	<ul style="list-style-type: none"> • take part in joint working across professional boundaries and services • work as part of the multi-disciplinary team with the individual • integrate accommodation and welfare provision with risk management and therapeutic interventions • transfer relevant knowledge of individual service user to the housing/support officer • signpost and support the individual to a means of accessing benefits and allowances.

Across the pathway: monitoring and measurement, research and evaluation

Physical health observations (focus on complications associated with learning disability and /or autism)

Physical health observations (focus on complications associated with learning disability and /or autism)	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • 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 current legislation and the legal aspects of writing notes and reports • professional and organisational standards with respect to writing notes • electronic record keeping • electronic risk management recording. 	<ul style="list-style-type: none"> • undertake routine physical tests, measurements and observations and monitor same • to record information in an individual's notes or by electronic record • to write notes and reports to the required standard, adhering to legal, professional and organisational standards.

Mental well being state

Mental well being state	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • individual behaviours and what may indicate relapse • how to monitor and help prevent challenging behaviour • what information and tools are relevant when monitoring mental well-being state • to ensure reliability and validity of the tools/ information used. 	<ul style="list-style-type: none"> • 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.

Effectiveness of enabling therapeutic interventions

Effectiveness of enabling therapeutic interventions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • evidence based interventions and the value in these • how the effectiveness of an intervention may be assessed qualitatively and quantitatively and include the economic impact. 	<ul style="list-style-type: none"> • 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 individuals. • use research evidence and service improvement development to improve quality.

Effectiveness of family carer interventions

Effectiveness of family carer interventions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • how the effectiveness of an intervention may be assessed qualitatively and quantitatively, and may include the economic impact. 	<ul style="list-style-type: none"> • use methods and tools to assess the effectiveness of an intervention qualitatively and quantitatively for carers, family and friends.

Effectiveness of accommodation and welfare interventions

Effectiveness of accommodation and welfare interventions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • how the effectiveness of an intervention may be assessed qualitatively and quantitatively and may include the economic impact. 	<ul style="list-style-type: none"> • use methods and tools to assess the effectiveness of an intervention qualitatively and quantitatively.

Effectiveness of role support interventions

Effectiveness of role support interventions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • how the effectiveness of an intervention may be assessed qualitatively and quantitatively and may include the economic impact. 	<ul style="list-style-type: none"> • use skills to ascertain the views of service users in relation to effectiveness of interventions • use methods and tools to assess the effectiveness of an intervention qualitatively and quantitatively.

Effectiveness of care programme approach and risk management strategy

Effectiveness of care programme approach and risk management strategy	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • concepts underpinning the care planning process • the statutory duty/responsibilities inherent in the care planning process • why the intensity of interventions/level of support may reduce or increase 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 support e.g. no of incidents, themes, individual stories, narrative, individual’s evaluation feedback, individual experience and user based measures, individual’s skills development and ability to self-manage, and engage with social activities • of where to find research and development evidence and how to use it to underpin ways of working to benefit the individual • of other services and the requirement for a good interface between mental health/learning disability services/other services - particularly acute services, voluntary agencies, primary care, social care, day care, probation service, police and criminal justice services. 	<ul style="list-style-type: none"> • ensure the individual remains the central focus of the care planning process • set measurable goals in a care plan and evaluate them • review risks in order to evaluate care and risk management plans • use theory and legislation to underpin decision making and practice • use research evidence and methods of service improvement to improve quality • to act as agents for change to improve the quality of service for individuals.

Service user satisfaction

Service user satisfaction	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • how the effectiveness of a 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, to assessment time, disability discrimination, equality. • relevant standards and Guidelines, e.g. NICE. 	<ul style="list-style-type: none"> • involve the individual service user in the design and development of feedback surveys • undertake feedback survey of individual 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.

The health equalities framework

The health equalities framework	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • a range of validated outcome measures • of working with the specific needs of minority communities • awareness of inequality in service provision for minority communities • the influences of poverty and stress • the value of working with individual's in the co-production of out-come measures 	<ul style="list-style-type: none"> • 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 minority communities • work with individual's in the co-production of outcome measures.

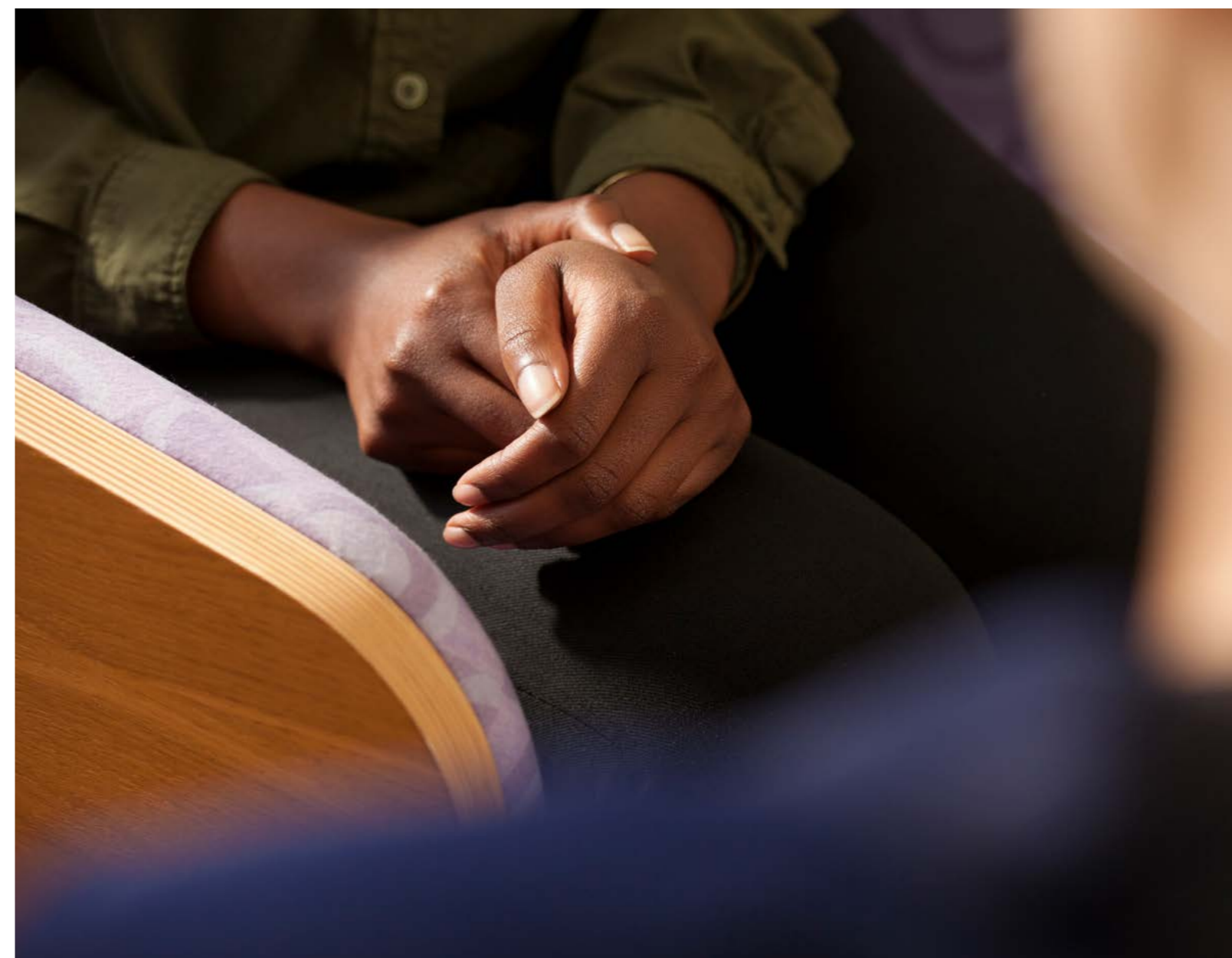
Research and evaluation

Research and evaluation	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • to understand and 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 • how to engage with individual's in the development and production of research. 	<ul style="list-style-type: none"> • report data/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/outcomes in a user-friendly format • work with experts by experience.

Section 4 – The support worker

At the final workshop arranged to inform the development of this competency framework it was agreed that it would be helpful to those working in the field to have a section relating to the knowledge and skills needed by support workers in the delivery of care and daily living support in the community to people with learning disability/autistic spectrum conditions and forensic needs.

A definition of the levels of skills that support worker roles may need has been produced by a multi-disciplinary, multi agency group involved in the delivery of support work and is included in this section. The definitions are neither exhaustive or prohibitive. They have been included to give an indication of the types of skill that may be required and to describe a framework for providers to develop further to meet their own service needs.



Access to services, care coordination and risk management	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • what reasonable adjustment means • why and how good written and verbal communication including by telephone is essential • person centered planning and what personalisation means • the use of advocacy skills to support the individual service user and to broker and/or enable health interventions. • how to contribute to/manage care-coordination • the importance of record keeping • information sharing protocols • risk management and what positive risk management means in practice • the safeguarding issues that arise in changing contexts • safeguarding procedures • how to recognise and respond to a safeguarding issue and its implications • the development and implementation of risk and safety management plans, using collaborative approaches • the principles and procedures of standardised structured risk assessment • person centered, values-based risk assessment • how risk management can involve balancing the individual's rights alongside risks to other people • the decision-making process • how and when risk assessment should take place • monitoring in all contexts including bed-based services, community settings, home settings the role of culture in safeguarding situations • proactive and reactive strategies and environmental issues, least restrictive principle, safe restrictive physical interventions • the role of positive behavioural support • crisis/emergency planning • the early signs of relapse and crisis and how to recognise and articulate this in relation to the individual and their family • relapse prevention and management plans. 	<ul style="list-style-type: none"> • communicate effectively with people with communication difficulties, including written and verbally and particularly by telephone • build relationships, engage and motivate individuals who are reluctant to use the service • contribute/manage care-coordination • use a risk assessment toolkit • carry out a risk assessment, relevant to the context of the individual and act accordingly • monitor safeguarding in all contexts • undertake a risk assessment including emotional, financial, physical, sexual factors • manage actual or potential aggression in line with current legal requirements • contribute to the formulation of crisis and emergency plans • advocate restriction of movement based on patient need/public safety.

Support worker competencies may include:

Enabling health interventions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • how people with learning disabilities have poorer health than their non-disabled peers, and differences in health status • health issues, which may be mental, physical or psychological or environmental and how to respond with appropriate action, e.g. including abuse and neglect, substance abuse and common learning disability co-morbidities e.g. constipation, hearing loss, dementia, dysphagia, diabetes, epilepsy, sensory needs, self-injury, pathological demand avoidance • the effect of antipsychotic medication on physical health • alternative presentations of physical health in learning disability e.g. change in behaviour • minority/vulnerable groups • local specialist and mainstream services, and the way they work together • how decisions are made and the role of advocacy • the barriers to a healthy lifestyle and how they may be overcome e.g. restricted food preferences, the development of cooking skills • the services providing healthy lifestyle advice and options, including community options e.g. slimming groups • health promotion and healthy lifestyle choices, e.g. substance misuse, obesity management, smoking cessation, medication compliance, sexual health, good emotional and mental health, balanced lifestyle, work, rest and play. 	<ul style="list-style-type: none"> • identify health issues, which may be mental, physical or psychological, and to respond with appropriate action • support health checks for individuals with learning disabilities. • advocate on behalf of the individual • contribute to the decision as to which is the most appropriate service to meet the need of the individual • suggest, encourage, and support and promote healthy lifestyle options with respect to: <ul style="list-style-type: none"> - a balanced lifestyle, work, rest and play - substance misuse management, obesity management, smoking cessation.

Therapeutic interventions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • a range of care support activities • first aid • policies and procedures relating to 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 • self-medication and monitoring and what to do if the individual suffers side effects. 	<ul style="list-style-type: none"> • carry out basic life support • undertake first aid interventions • support delivery of the care • administer medication • assist in the administration of medication • support self-medication.

Role support interventions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • how fluctuations in physical and mental health will affect the service user • culture diversity, gender, sexuality including safe sex • different models of support, supported living, personal assistants and direct payments • plans made with the individual • the use of technology to support the individual • family dynamics in relation to care provision and risk consideration • how to engage with and support people with a range of communication needs • the impact of any victim considerations and ministry of justice restrictions • the balance with public protection. • how the factors that are causing/maintaining offending behaviours will limit the individual's opportunities, and that they need to find a way to meet that need without offending using models appropriate to the persons' need/ situation, e.g. person-centered planning. • the opportunities that are available to the individual • social media/internet safety • data protection relating to the access of information about individual's on-line. 	<ul style="list-style-type: none"> • support the individual with respect to access to financial support and money management • deliver/support personal care activities • assisting with food and meal preparation • assisting with feeding • productivity activities e.g. getting dressed • recognise own emotional response to individual's risk factors and actions and use techniques to minimise the impact on the service and the individual themselves • be aware of multiple/simultaneous perspectives of the individual, who maybe both victim and perpetrator • recognise the individual's strengths and resilience.

Family/carer interventions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • how to support the individual service user to maintain and develop their relationships with family and friends • therapeutic needs such as development of social skills, empathy • how common co-morbidities affect relationship development and maintenance • the impact of loneliness • awareness of "mate crime" • the impact of the individual's activities on family and friends • safeguarding needs, balancing risks and benefits • the needs and of the individual 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 • how to access emergency/crisis care. 	<ul style="list-style-type: none"> • support individuals to maintain their relationships with family and friends • support individuals to develop new/healthy/ appropriate relationships • connect the individual to the local community to enable relationship development • raise awareness, give training and support to carers • train carers to use and care for equipment • educate and train carers in the care of a particular individual • work with groups of carers • signpost/refer the ageing carer to various support networks • "train the trainer", and support training and development in other agencies' staff • recognise an emergency or imminent crisis and enable access to emergency/crisis care.

Accommodation and welfare interventions	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> • restrictions and risk factors relating to individuals • the situations and social settings from which individuals come and to which they may return. 	<ul style="list-style-type: none"> • give input to housing/accommodation assessments for people with a learning disability/autistic spectrum conditions and forensic history • to help determine and support appropriate long-term housing arrangements • signpost and support the individual to a means of accessing benefits and allowances.

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Community Forensic Expert Reference Group

Health Education England would like to thank the expert reference group chaired by Baroness Sheila Hollins for their support to discuss the main challenges in delivery of community forensic services for people with learning disabilities. Attendees of this group included:

- Lisa Proctor, Workforce Specialist and Project Lead for the Learning Disabilities Forensic Competency Framework
- Ashok Roy, National clinical lead, Learning Disabilities Programme, Health Education England
- Hilary Paxton, Assistant Director Transforming Care, Association for the Directors of Adult Social Services
- John Devapriam, Consultant Psychiatrists, Leicester Partnership NHS Trust
- Vivien Cooper, Chief Executive, The Challenging Behaviour Foundation
- Catherine Molloy, Learning Disability Project Manager, Health Education England
- Teresa Hewitt-Moran, Health Education England (Midlands and East)
- Sheila Hollins, Baroness Hollins, Professor of the Psychiatry of Learning Disability at St George's, University of London
- Dr Dominic Slowie, National Clinical Director for Learning Disability
- Jim Thomas, Programme Head – Workforce Transformation, Skills for Care
- Marie Lovell, Project Manager, Skills for Care
- Kevin Elliot, Clinical Lead within NHS England Transforming Care Team, NHS England
- Ellie Gordan, Deputy Programme Manager – Mental Health, Health Education England
- Abdul Shaikh, Consultant Psychiatrist, Nottingham Healthcare NHS Foundation Trust
- Daniel Dalton, Forensic Psychiatrist, Hertfordshire Partnership NHS Foundation Trust
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- Reggie Alexander, Consultant Psychiatrists, Royal College of Psychiatrists
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- Dr Gillian Bell, Northumberland Tyne and Wear NHS Foundation Trust
- Brian Quinn, Forensic Nurse, Birmingham Community Healthcare NHS Trust
- Racheal MacKinley, Birmingham Community Healthcare NHS Trust
- Bernice Knight, National Medical Director's Clinical Leadership Fellow, Health Education England
- Marcella Cooper, Patient and Family Carer Voice and Experts by Experience
- Gary Butler, Patient and Family Carer Voice and Experts by Experience

Attendance at Competency Mapping Workshops

Development of this framework took place through a number of workshops and online discussions to map common pathway points and workforce competencies. Particular thanks to the following people for their attendance and support with this work:

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Section 5 – The appendices

Appendix 1

National Occupational standards relating to the pathway competencies

Skills for Health champions the benefits of workforce learning and development based on competences / National Occupational Standards (NOS). As a Sector Skills Council, they have responsibility for developing and maintaining all the UK NOS for healthcare occupations.

Statements of competence

NOS 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 cover the key activities undertaken within the occupation in question under all the circumstances the job holder is likely to encounter. (Definition supported by UK Commission for Employment and Skills).

Each NOS contains an agreed set of knowledge and understanding and performance criteria that must be met before someone can be deemed competent. They describe the minimum standard to which an individual is expected to work in a given occupation.

Why NOS matter

NOS are tools to help individuals, organisations and training providers to improve performance. They are useful for carrying out a wide range of activities:

- Provide managers with a tool for a wide variety of workforce design, management, succession planning and quality control
- Offer a means to manage performance, increase productivity, identify and fill skills gaps
- Act as a framework for recruitment, selection and induction
- Supply a tool for personal, career and team development
- Present a framework for training and education design, assessment and accreditation.

Are there different levels of NOS?

No, a NOS is a single function that defines the task. Some can be applied to roles at different levels and across professions in a Career Framework, whilst others describe functions that can only be undertaken by people at certain levels and in particular roles.

How are NOS developed?

Skills for Health has lead responsibility for developing NOS for the health sector. We work collaboratively with the relevant stakeholders, practitioners and experts to write the competences. This work is usually carried out as a project with a Steering Group, Working Group and Project Executive Group in place to support progress.

NOS have been agreed through the internal Skills for Health process and have to meet the quality criteria set down by UKCES, who are responsible for the approval of all NOS.

How are they kept up to date?

NOS are reviewed when there is sufficient evidence of the need for change. This might be when a NOS no longer reflects current practice, there is a change in legislation or it becomes part of a wider qualification review.

Team working skills - required in teams working to provide a community forensic service to people with learning disabilities and/or autistic spectrum conditions

Links to associated national occupational standards

Click on title to go to full text of standard

Store and retrieve information using a filing system	Ref: CFA_BAD332
Develop and maintain your professional networks	Ref: CFAM&LAA3
Develop and sustain productive working relationships with colleagues	Ref: CFAM&LDD1
Comply with legal requirements for maintaining confidentiality in healthcare	Ref: CHS169
Build a partnership between the team, patients and carers	Ref: CM C5
Use digital communications	Ref: ESKITU020
Reflect on and evaluate your own values, priorities, interests and effectiveness	Ref: GEN12
Synthesise new knowledge into the development of your own practice	Ref: GEN13
Enable workers and agencies to work collaboratively	Ref: GEN122
Support and challenge teams and agencies on specific aspects of their practice	Ref: GEN131
Monitor your own work practices	Ref: GEN23
Provide supervision to other individuals	Ref: GEN35
Make use of supervision	Ref: GEN36
Contribute to the development of the multidisciplinary team and its members	Ref: GEN40
Identify team members need for psychological support	Ref: GEN41
Act within the limits of your competence and authority	Ref: GEN63
Communicate effectively in a healthcare environment	Ref: GEN97
Promote effective communication in a healthcare environment	Ref: GEN98
Manage and organise your own time and activities	Ref: HT4
Support team and virtual working	Ref: LSILARD3v2
Develop capacity and capability to improve health and wellbeing	Ref: PHS21
Make sure your actions contribute to a positive and safe working culture	Ref: PMWRV1
Make sure your own actions reduce risks to health and safety	Ref: PROHSS1
Implement and evaluate joint operational policies and care pathways	Ref: PSL9
Support effective communication	Ref: SCDHSC0021
Develop your own knowledge and practice	Ref: SCDHSC0023
Support the safeguarding of individuals	Ref: SCDHSC0024
Promote effective communication	Ref: SCDHSC0031
Develop your practice through reflection and learning	Ref: SCDHSC0033
Take responsibility for the continuing professional development of yourself and others	Ref: SCDHSC0043
Uphold the rights of individuals	Ref: SCDHSC0234
Contribute to the effectiveness of teams	Ref: SCDHSC0241
Promote the rights and diversity of individuals	Ref: SCDHSC3111
Promote effective communication	Ref: SCDHSC0031
Maintain effective communication systems and practice	Ref: SCDHSC0041
Participate in inter-disciplinary team working to support individuals	Ref: SCDHSC3100
Promote the effectiveness of teams	Ref: SCDHSC3121
Contribute to the development and promotion of the organisation and its services	Ref: SFJ HF26
Support the efficient use of resources	Ref: SfJHE8
Work in co-operation with other organisations	Ref: SFJ_CCAA1
Share information with other organisations	Ref: SFJ_CCAA2

National occupational standards: team skills

Leadership skills - required in teams working to provide a community forensic service to people with learning disabilities and/or autistic spectrum conditions	
Links to associated national occupational standards Click on title to go to full text of standard	
Develop and maintain your professional networks	Ref: CFAM&LAA3
Provide leadership in your area of responsibility	Ref: CFAM&LBA2
Identify and evaluate opportunities for innovation and improvement	Ref: CFAM&LCA1
Engage people in change	Ref: CFAM&LCA3
Implement change	Ref: CFAM&LCA4
Recruit, select and retain people	Ref: CFAM&LDA2
Build teams	Ref: CFAM&LDB1
Allocate work to team members	Ref: CFAM&LDB2
Manage conflict in teams	Ref: CFAM&LDB8
Help individuals address problems affecting their performance	Ref: CFAM&LDC5
Develop and sustain productive working relationships with colleagues	Ref: CFAM&LDD1
Manage the use of financial resources	Ref: CFAM&LEA3
Manage continuous improvement	Ref: CFAM&LFE5
Synthesise new knowledge into the development of your own practice	Ref: GEN13
Monitor your own work practices	Ref: GEN23
Provide supervision to other individuals	Ref: GEN35
Make use of supervision	Ref: GEN36
Communicate effectively in a healthcare environment	Ref: GEN97
Act within the limits of your competence and authority	Ref: GEN63
Use digital communications	Ref: ESKITU020
Manage and organise your own time and activities	Ref: HT4
Make sure your actions contribute to a positive and safe working culture	Ref: PMWRV1
Promote effective communication	Ref: SCDHSC0031
Develop your practice through reflection and learning	Ref: SCDHSC0033
Take responsibility for the continuing professional development of yourself and others	Ref: SCDHSC0043
Promote the rights and diversity of individuals	Ref: SCDHSC3111
Lead practice for health and safety in the work setting	Ref: SCDHSC0042
Lead practice that promotes the safeguarding of individuals	Ref: SCDHSC0045
Lead practice that promotes the rights, responsibilities, equality and diversity of individuals	Ref: SCDHSC0452

National occupational standards: leadership skills

Promoting Appropriate Access To Services: Supporting Individuals	
Links to associated national occupational standards Click on title to go to full text of standard	
Advise and inform others on services	Ref: CHS174
Advise on access to and use of services	Ref: CHS177
Promote effective communication and relationships with people who are troubled or distressed	Ref: GEN99
Support individuals to access and use services and facilities	Ref: SCDHSC0330
Promote effective communication	Ref: SCDHSC0031
Develop effective relationships with individuals	Ref: SCDHSC0233
Support individuals with specific communication needs	Ref: SCDHSC0369
Manage requests for health, social or other care services	Ref: SCDHSC0413
Assess individual preferences and needs	Ref: SCDHSC0414
Lead the service delivery planning process to achieve outcomes for individuals	Ref: SCDHSC0415
Provide advice and information to those who enquire about health and social care services	Ref: SCDHSC0419

National occupational standards: access to services, care coordination and risk management

Promoting appropriate access to services: planning and implementing services	
Links to associated national occupational standards Click on title to go to full text of standard	
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
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 service delivery planning process to achieve outcomes for individuals	Ref: SCDHSC0415
Develop joint working arrangements for health and social care services	Ref: SCDHSC0433

Managing referrals, transfers, transitions/discharges	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Prepare a discharge plan with individuals	Ref: CHS122
Arrange services and support with other health care providers	Ref: CHS98
Refer individuals to specialist sources of assistance in meeting their health care needs	Ref: CHS99
Help an individual prepare for transition from secure institutional to community living	Ref: FMH16
Transfer an individual to another secure setting	Ref: FMH17
Find an individual a place in secure services	Ref: FMH2
Agree a change in the level of security applying to an individual	Ref: FMH6
Work with others to facilitate the transfer of individuals between agencies and services	Ref: GEN123
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
Support individuals to secure services in order to achieve outcomes	Ref: SCDPC316
Support individuals to manage change in their lives	Ref: SCDHSC0382
Assist in the transfer of individuals between agencies and services	Ref: SCDHSC0386
Manage provision of care services that deals effectively with transitions and significant life events	Ref: SCDLMCSB3

Managing care plan approach, including care planning	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Develop and sustain productive working relationships with stakeholders	Ref: CFAM&LDD2
Obtain valid consent or authorisation	Ref: CHS167
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
Develop and review an integrated care programme for an individual in forensic mental health care	Ref: FMH9
Enable workers and agencies to work collaboratively	Ref: GEN122
Act within the limits of your competence and authority	Ref: GEN63
Communicate effectively in a healthcare environment	Ref: GEN97
Enable individuals to make informed health choices and decisions	Ref: PE1
Make sure your actions contribute to a positive and safe working culture	Ref: PMWRV1
Support the safeguarding of individuals	Ref: SCDHSC0024
Promote effective communication	Ref: SCDHSC0031
Promote health, safety and security in the work setting	Ref: SCDHSC0032
Uphold the rights of individuals	Ref: SCDHSC0234
Support individuals with specific communication needs	Ref: SCDHSC0369
Develop joint working arrangements for health and social care services	Ref: SCDHSC0433
Lead practice for managing and disseminating records and reports	Ref: SCDHSC0434
Process information for use in decision-making	Ref: SCDHSC3115

Positive risk management including risk to self and others, safeguarding and personal safety	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Assess individuals' needs and circumstances and evaluate the risk of abuse, failure to protect and harm to self and others	Ref: CHS229
Assess the need for intervention and present assessments of individuals' needs and related risks	Ref: CHS230
Recognise and respond to possible harm or abuse of children and young people	Ref: CS18.2015
Respond to potential crisis and relapse for an individual in the community	Ref: FMH18
Observe an individual who presents a significant imminent risk to themselves or others	Ref: FMH3
Support an individual to reduce the risk and impact of self-harming behaviour	Ref: FMH4
Minimise the risks to an individual and staff during clinical interventions and violent and aggressive episodes	Ref: FMH5
Agree a change in the level of security applying to an individual	Ref: FMH6
Contribute to the prevention and management of abusive, aggressive and challenging behaviour	Ref: GEN134
Act within the limits of your competence and authority	Ref: GEN63
Communicate effectively in a healthcare environment	Ref: GEN97
Make sure your actions contribute to a positive and safe working culture	Ref: PMWRV1
Make sure communication is effective following an incident of violence at work	Ref: PMWRV10
Develop and maintain an effective management information system for incidents of violence at work	Ref: PMWRV11
Make sure your own actions minimise the risk of aggressive communication	Ref: PMWRV13
Manage lone workers	Ref: PMWRV14
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
Develop effective policies and procedures for minimising the risk of violence to workers and review their effectiveness	Ref: PMWRV4
Promote effective communication	Ref: SCDHSC0031
Promote the safeguarding of children and young people	Ref: SCDHSC0034
Promote the safeguarding of individuals	Ref: SCDHSC0035
Uphold the rights of individuals	Ref: SCDHSC0234
Develop risk management plans to promote independence in daily living	Ref: SCDHSC0450
Promote the rights and diversity of individuals	Ref: SCDHSC3111
Contribute to addressing situations where there is risk of danger, harm or abuse	Ref: SCDHSC0395

Crisis and emergency planning	
Links to associated national occupational standards Click on title to go to full text of standard	
Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals	Ref: CHS230
Respond to potential crisis and relapse for an individual in the community	Ref: FMH18
Observe an individual who presents a significant imminent risk to themselves or others	Ref: FMH3
Agree a change in the level of security applying to an individual	Ref: FMH6
Act within the limits of your competence and authority	Ref: GEN63
Make sure your actions contribute to a positive and safe working culture	Ref: PMWRV1
Promote effective communication	Ref: SCDHSC0031
Contribute to addressing situations where there is risk of danger, harm or abuse	Ref: SCDHSC0395

National occupational standards: assessment, formulation and intervention/treatment planning

Undertaking assessment processes	
Links to associated national occupational standards Click on title to go to full text of standard	
Assess an individuals communication skills and abilities	Ref: CHS152
Obtain a patient/client history	Ref: CHS168
Comply with legal requirements for maintaining confidentiality in healthcare	Ref: CHS169
Assess an individual's capabilities for rehabilitation and/or assistive technology	Ref: CHS216.2014
Plan assessment of an individual's health status	Ref: CHS38
Assess an individual's health status	Ref: CHS39
Assess risks associated with health conditions	Ref: CHS46
Identify mental health needs and related issues	Ref: CM D1
Assess, diagnose and formulate an individual's mental health disorder	Ref: FMH1
Assess and formulate an individual's needs for forensic mental health treatment and care	Ref: FMH8
Act within the limits of your competence and authority	Ref: GEN63
Communicate effectively in a healthcare environment	Ref: GEN97
Promote effective communication	Ref: SCDHSC0031
Uphold the rights of individuals	Ref: SCDHSC0234
Support individuals with specific communication needs	Ref: SCDHSC0369
Assess individual preferences and needs	Ref: SCDHSC0414
Participate in inter-disciplinary team working to support individuals	Ref: SCDHSC3100
Promote the rights and diversity of individuals	Ref: SCDHSC3111

Mental capacity	
Links to associated national occupational standards Click on title to go to full text of standard	
Assess the need for intervention and present assessments of individuals' needs and related risks	Ref: CHS230
Plan inter-disciplinary assessment of the health and well-being of individuals	Ref: CHS52
Contribute to effective multidisciplinary team working	Ref: GEN39
Act within the limits of your competence and authority	Ref: GEN63
Communicate effectively in a healthcare environment	Ref: GEN97
Promote effective communication	Ref: SCDHSC0031
Obtain, analyse and provide information required for courts and formal hearings	Ref: SFJ DA1
Present information to courts and formal hearings	Ref: SFJ DA2

Processing information and formulation	
Links to associated national occupational standards Click on title to go to full text of standard	
Prioritise treatment and care for individuals according to their health status and needs	Ref: CHS121
Refer individuals to specialist sources of assistance in meeting their health care needs	Ref: CHS99
Assess, diagnose and formulate an individual's mental health disorder	Ref: FMH1
Assess and formulate an individual's needs for forensic mental health treatment and care	Ref: FMH8
Develop and review an integrated care programme for an individual in forensic mental health care	Ref: FMH9
Work with people to identify their needs for safety, support and engagement and how these needs can best be addressed	Ref: GEN112
Contribute to effective multidisciplinary team working	Ref: GEN39
Participate in inter-disciplinary team working to support individuals	Ref: SCDHSC3100

Intervention And Treatment Planning	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Form a professional judgement of an individual's health condition	Ref: CHS118
Prioritise treatment and care for individuals according to their health status and needs	Ref: CHS121
Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals	Ref: CHS233
Refer individuals to specialist sources of assistance in meeting their health care needs	Ref: CHS99
Develop and review an integrated care programme for an individual in forensic mental health care	Ref: FMH9
Work with people to identify their needs for safety, support and engagement and how these needs can best be addressed	Ref: GEN112
Act within the limits of your competence and authority	Ref: GEN63
Support individuals with specific communication needs	Ref: SCDHSC0369

National occupational standards: enabling health interventions

Signposting/supporting access to mainstream health services	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Manage and support the progress of individuals through patient pathways	Ref: CHS124
Arrange services and support with other health care providers	Ref: CHS98
Refer individuals to specialist sources of assistance in meeting their health care needs	Ref: CHS99
Enable individuals and families to identify factors affecting, and options for, optimising their health and well-being	Ref: GEN106
Direct requests for assistance, care or treatment using protocols and guidelines	Ref: GEN59
Support individuals to access and use services and facilities	Ref: SCDHSC0330
Advocate with and on behalf of individuals	Ref: SCDHSC0410
Assess individual preferences and needs	Ref: SCDHSC0414

Promoting healthy lifestyle choices	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Promote the benefits of activities to improve physical health and wellbeing	Ref: CHS235
Enable individuals and families to identify factors affecting, and options for, optimising their health and wellbeing	Ref: GEN106
Support the implementation, monitoring, evaluation and improvement of awareness raising around health and wellbeing issues	Ref: GEN128
Communicate with individuals about promoting their health and wellbeing	Ref: HT2
Enable individuals to change their behaviour to improve their own health and wellbeing	Ref: HT3
Contribute to raising awareness of health issues	Ref: SCDHSC3103

Supporting the choices and self-determination of the service user	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Enable individuals and families to identify factors affecting, and options for, optimising their health and well-being	Ref: GEN106
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 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
Enable individuals to make informed health choices and decisions	Ref: PE1
Support individuals to access and use services and facilities	Ref: SCDHSC0330
Support individuals to secure services in order to achieve outcomes	Ref: SCDHSC316
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
Support individuals to access independent representation and advocacy	Ref: SCDHSC0367
Procure services for individuals	Ref: SCDHSC0443
Participate in inter-disciplinary team working to support individuals	Ref: SCDHSC3100
Support individuals to manage their own health and social well-being	Ref: SCDHSC3112

Promoting effective communication about health needs	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Enable individuals and families to identify factors affecting, and options for, optimising their health and well-being	Ref: GEN106
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 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
Enable individuals to make informed health choices and decisions	Ref: PE1
Support individuals to access and use services and facilities	Ref: SCDHSC0330
Support individuals to secure services in order to achieve outcomes	Ref: SCDHSC316
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
Procure services for individuals	Ref: SCDHSC0443
Maintain effective working relationships with staff in other agencies	Ref: SCDHSC0399
Participate in inter-disciplinary team working to support individuals	Ref: SCDHSC3100
Support individuals to manage their own health and social well-being	Ref: SCDHSC3112
Work in co-operation with other organisations	Ref: SFJ_CCAA1
Share information with other organisations	Ref: SFJ_CCAA2

National occupational standards: therapeutic interventions

Physical health care (including dysphagia and seizures management)	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Manage Emergency Situations	Ref: CHS163
Advise on requirements for choice of therapeutic intervention	Ref: CHS179
Implement specific parts of individualised programmes of care	Ref: CHS234
Facilitate the individual's management of their condition and treatment plan	Ref: CHS55
Refer individuals to specialist sources of assistance in meeting their health care needs	Ref: CHS99
Contribute to implementation of care or support plan activities	Ref: SCDHSC0025
Support individuals with specific communication needs	Ref: SCDHSC0369

Evidence-based psychotherapeutic interventions	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Peer training and mentoring	Ref: CCSCCS18
Enable individual expression using creative arts therapie	Ref: CHS153
Advise on requirements for choice of therapeutic intervention	Ref: CHS179
Assess, diagnose and formulate an individual's mental health disorder	Ref: FMH1
Support an individual to reduce the risk and impact of self-harming behaviour	Ref: FMH4
Minimise the risks to an individual and staff during clinical interventions and violent and aggressive episodes	Ref: FMH5
Observe an individual who presents a significant imminent risk to themselves or others	Ref: FMH3
Make and maintain personal and professional boundaries with individuals in a secure setting	Ref: FMH10
Develop and review an integrated care programme for an individual in forensic mental health care	Ref: FMH9
Assess and formulate an individual's needs for forensic mental health treatment and care	Ref: FMH8
Support an individual in forensic mental health care to participate in treatment	Ref: FMH11
Manage hostility and risks with non-cooperative individuals, families and carers	Ref: FMH12
Help an individual to feel more psychologically secure	Ref: FMH13
Enable an individual to differentiate between positive and negative behaviours and understand the consequences	Ref: FMH14
Increase the individuals capacity to manage negative or distressing thoughts and emotional states	Ref: FMH15
Undertake coaching or mentoring	Ref: LSICM05
Establish and maintain the therapeutic relationship	Ref: MH100
Reinforce positive behavioural goals during relationships with individuals	Ref: MH27.2012
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

Table Continues over...

Evidence-based psychotherapeutic interventions (Continued)	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Identify potential mental health needs and related issues	Ref: MH14.2013
Support people with mental health needs in crisis situations	Ref: MH21.2013
Review the effectiveness of therapeutic interventions with people with mental health needs	Ref: MH23.2013
Enable people with mental health needs to choose and participate in activities that are meaningful to them	Ref: MH38.2013
Assess how environments and practices can be maintained and improved to promote mental health	Ref: MH66.2013
Support others to promote understanding and help to improve people's mental health	Ref: MH90.2013
Support individuals with programmes to promote positive behaviour	Ref: SCDHSC0398

Medications management	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Assist in the administration of medication	Ref: CHS2
Support individuals to administer their own medication	Ref: CHS237
Administer medication to individuals	Ref: CHS3
Manage an individual's medication to achieve optimum outcomes	Ref: CHS74
Support individuals to take their medication as prescribed	Ref: GEN135
Promote effective communication	Ref: SCDHSC0031
Support individuals with specific communication needs	Ref: SCDHSC0369

National occupational standards: role support interventions

Supporting person centred activities and functioning (including mitigating stigmatising factors and promoting social, spiritual and sexual health, independence, personal budgets, communication and personal care.	
Links to associated national occupational standards Click on title to go to full text of standard	
Enable individuals to maintain the safety and security of their living environment	Ref: GEN104
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 in undertaking their desired activities	Ref: GEN15
Enable individuals to change their behaviour to improve their own health and wellbeing	Ref: HT3
Support individuals to access and use services and facilities	Ref: SCDHSC0330
Support individuals in their daily living	Ref: SCDHSC0027
Support individuals to meet their domestic and personal needs	Ref: SCDHSC0029
Promote effective communication	Ref: SCDHSC0031
Promote the safeguarding of individuals	Ref: SCDHSC0035
Support individuals to eat and drink	Ref: SCDHSC0214
Support individuals with their personal care needs	Ref: SCDHSC0218
Monitor the condition of individuals	Ref: SCDHSC0224
Support individuals to carry out their own healthcare and monitoring procedures	Ref: SCDHSC0225
Maintain safety and security when accessing individuals	Ref: SCDHSC0229
Develop effective relationships with individuals	Ref: SCDHSC0233
Uphold the rights of individuals	Ref: SCDHSC0234
Support individuals to live at home	Ref: SCDHSC0343
Support individuals to retain, regain and develop skills to manage their daily living	Ref: SCDHSC0344
Support individuals to manage their financial affairs	Ref: SCDHSC0345
Support individuals to manage direct payments	Ref: SCDHSC0346
Support individuals to access learning, training and development opportunities	Ref: SCDHSC0348
Support the spiritual well-being of individuals	Ref: SCDHSC0350
Implement development activities to meet individuals' goals, preferences and needs	Ref: SCDHSC0351
Support individuals to represent their own wishes and needs at decision-making events	Ref: SCDHSC0366
Support individuals to access independent representation and advocacy	Ref: SCDHSC0367
Support individuals to manage change in their lives	Ref: SCDHSC0382
Promote participation in agreed therapeutic group activities	Ref: SCDHSC0393
Advocate with and on behalf of individuals	Ref: SCDHSC0410
Develop risk management plans to promote independence in daily living	Ref: SCDHSC0450
Participate in inter-disciplinary team working to support individuals	Ref: SCDHSC3100
Work with community networks and partnerships	Ref: SCDHSC3102
Support individuals to manage their own health and social well-being	Ref: SCDHSC3112

Maintaining and developing community links and opportunities to engage in mainstream activities including social care, education, employment, housing, transport and leisure services.	
Links to associated national occupational standards Click on title to go to full text of standard	
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 and use services and facilities	Ref: SCDHSC0330
Support individuals to access information on services and facilities	Ref: SCDHSC0026
Support individuals to make journeys	Ref: SCDHSC0028
Promote the safeguarding of individuals	Ref: SCDHSC0035
Support individuals to participate in recreational activities	Ref: SCDHSC0210
Support individuals to take part in development activities	Ref: SCDHSC0211
Maintain safety and security when accessing individuals	Ref: SCDHSC0229
Develop effective relationships with individuals	Ref: SCDHSC0233
Uphold the rights of individuals	Ref: SCDHSC0234
Enable individuals to make their way around specific places	Ref: SCDHSC0235
Support individuals in the community	Ref: SCDHSC0244
Support individuals to access employment	Ref: SCDHSC0347
Support individuals to access learning, training and development opportunities	Ref: SCDHSC0348
Support individuals to access housing and accommodation services	Ref: SCDHSC0349
Implement development activities to meet individuals' goals, preferences and needs	Ref: SCDHSC0351
Support individuals to manage change in their lives	Ref: SCDHSC0382
Support individuals to move into new living environments	Ref: SCDHSC0383
Contribute to addressing situations where there is risk of danger, harm or abuse	Ref: SCDHSC0395
Support individuals with programmes to promote positive behaviour	Ref: SCDHSC0398
Promote leisure opportunities and activities for individuals	Ref: SCDHSC0420
Promote employment, training and education opportunities for individuals	Ref: SCDHSC0421
Promote housing opportunities for individuals	Ref: SCDHSC0422
Develop risk management plans to promote independence in daily living	Ref: SCDHSC0450
Promote effective relationships with individuals	Ref: SCDHSC3110

National occupational standards: family/carer interventions

Assessment of carer's needs	
Links to associated national occupational standards Click on title to go to full text of standard	
Contribute to working in partnership with carers	Ref: SCDHSC0227
Assess the needs of carers and families	Ref: SCDHSC0427
Participate in inter-disciplinary team working to support individuals	Ref: SCDHSC3100

Maintaining relationships	
Links to associated national occupational standards Click on title to go to full text of standard	
Support engagement between an individual and their family	Ref: FMH19
Enable an individual and their children to meet	Ref: FMH21
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

Supporting families including siblings	
Links to associated national occupational standards Click on title to go to full text of standard	
Enable carers to access and assess support networks and respite services	Ref: CHD HN3
Manage hostility and risks with non-cooperative individuals, families and carers	Ref: FMH12
Support engagement between an individual and their family	Ref: FMH19
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
Enable families to address issues with individuals' behaviour	Ref: MH11.2012
Work with families, carers and individuals during times of relapse or crisis	Ref: MH13.2012
Identify the learning needs of patients and carers to enable management of a defined condition	Ref: PE6
Promote effective communication	Ref: SCDHSC0031
Contribute to working in partnership with carers	Ref: SCDHSC0227
Support individuals with specific communication needs	Ref: SCDHSC0369
Work with carers, families and key people to maintain contact with individuals	Ref: SCDHSC0389
Support families in maintaining relationships in their wider social structures and environments	Ref: SCDHSC0390
Empower families, carers and others to support individuals	Ref: SCDHSC0426
Lead the development of programmes of support for carers and families	Ref: SCDHSC0428

Supporting carers with their needs	
Links to associated national occupational standards Click on title to go to full text of standard	
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
Contribute to working in partnership with carers	Ref: SCDHSC0227
Work in partnership with carers to support individuals	Ref: SCDHSC0387
Assess the needs of carers and families	Ref: SCDHSC0427

Supporting carers to undertake the caring role	
Links to associated national occupational standards Click on title to go to full text of standard	
Contribute to the planning and evaluation of learning activities	Ref: GEN84
Manage learning and development in groups	Ref: LSILADD06
Facilitate individual learning and development	Ref: LSILADD07
Assess learner achievement	Ref: LSILADD09
Manage information and materials for access by patients and carers	Ref: PE2
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
Contribute to addressing situations where there is risk of danger, harm or abuse	Ref: SCDHSC0395

Practical housing support	
Links to associated national occupational standards Click on title to go to full text of standard	
Develop and sustain collaborative relationships with other organisations	Ref: CFAM&LDD4
Support individuals to access housing and accommodation services	Ref: SCDHSC0349
Support individuals to represent their own wishes and needs at decision-making events	Ref: SCDHSC0366
Support individuals with specific communication needs	Ref: SCDHSC0369
Promote housing opportunities for individuals	Ref: SCDHSC0422
Develop risk management plans to promote independence in daily living	Ref: SCDHSC0450
Participate in inter-disciplinary team working to support individuals	Ref: SCDHSC3100

National occupational standards: accommodation and welfare interventions

Accessing benefits	
Links to associated national occupational standards Click on title to go to full text of standard	
Support individuals to manage their financial affairs	Ref: SCDHSC0345
Support individuals to manage direct payments	Ref: SCDHSC0346

National occupational standards: monitoring and measurement, research and evaluation

Physical health observations (focus on complications associated with learning disability and /or autism)	
Links to associated national occupational standards Click on title to go to full text of standard	
Obtain and test capillary blood samples	Ref: CHS131
Obtain venous blood samples	Ref: CHS132.2012
Undertake routine clinical measurements	Ref: CHS19.2012
Monitor and assess patients following treatments	Ref: CHS47
Review and monitor a patient's nutritional wellbeing	Ref: CHS92
Monitor the condition of individuals	Ref: SCDHSC0224
Mental well being state	
Links to associated national occupational standards Click on title to go to full text of standard	
Observe an individual who presents a significant imminent risk to themselves or others	Ref: FMH3
Develop and review an integrated care programme for an individual in forensic mental health care	Ref: FMH9
Maintain active continuing contact with people with mental health needs and work alongside them in their recovery journey	Ref: MH22.2013
Effectiveness of enabling therapeutic interventions	
Links to associated national occupational standards Click on title to go to full text of standard	
Review the effectiveness of therapeutic interventions with people with mental health needs	Ref: MH23.2013
Evaluate the effectiveness of health, social or other care services	Ref: SCDHSC0442
Effectiveness of family carer interventions	
Links to associated national occupational standards Click on title to go to full text of standard	
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
Evaluate the effectiveness of health, social or other care services	Ref: SCDHSC0442

Effectiveness of accommodation and welfare interventions	
Links to associated national occupational standards Click on title to go to full text of standard	
Support individuals to access housing and accommodation services	Ref: SCDHSC0349
Evaluate the effectiveness of health, social or other care services	Ref: SCDHSC0442

Effectiveness of role support interventions	
Links to associated national occupational standards Click on title to go to full text of standard	
Monitor and review changes in environments and practices to promote health and wellbeing	Ref: GEN121
Evaluate the effectiveness of health, social or other care services	Ref: SCDHSC0442

Effectiveness of care programme approach and risk management strategy	
Links to associated national occupational standards Click on title to go to full text of standard	
Evaluate the delivery of care plans to meet the needs of individuals	Ref: CHS53
Support an individual in forensic mental health care to participate in treatment	Ref: FMH11
Monitor, evaluate and improve inter-agency services for addressing health and wellbeing needs	Ref: GEN126
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
Protect yourself and others from the risk of violence at work	Ref: PMWRV3
Promote health, safety and security in the work setting	Ref: SCDHSC0032
Evaluate the effectiveness of health, social or other care services	Ref: SCDHSC0442

SERVICE USER SATISFACTION	
Requires a knowledge and understanding of:	Requires the ability to:
<ul style="list-style-type: none"> 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, to assessment time, disability discrimination, equality. relevant standards and Guidelines, e.g. NICE. 	<ul style="list-style-type: none"> involve the individual service user in the design and development of feedback surveys undertake feedback survey of individual 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.
Links to associated national occupational standards Click on title to go to full text of standard	
Monitor, evaluate and improve processes for delivering health and wellbeing services to a population	Ref: GEN117
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
Improve the quality of health and healthcare interventions and services through audit and evaluation	Ref: PHS08
Evaluate the effectiveness of health, social or other care services	Ref: SCDHSC0442

The health equalities framework	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Challenge injustice and inequalities in access to mainstream provision for people with specific health needs	Ref: GEN108
Monitor, evaluate and improve processes for delivering health and wellbeing services to a population	Ref: GEN117
Collect and validate data and information in a health context	Ref: HI7.2010
Work with service providers to support people with mental health needs in ways which respect their values and promotes their rights	Ref: MH3.2013

Research and evaluation	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Appraise information and knowledge resources in a health context	Ref: HI13.2010
Critically appraise clinical information and evidence	Ref: HI20.2010
Analyse data and information and present outputs in a health context	Ref: HI8.2010
Identify the concerns, priorities and values of people and significant others in relation to their mental health and mental health needs	Ref: MH62.2013

National occupational standards related to the support worker role

Access to Services, Care Coordination and Risk Management	
Links to associated national occupational standards	
Click on title to go to full text of standard	
Advise and inform others on services	Ref: CHS174
Advise on access to and use of services	Ref: CHS177
Support individuals to access and use services and facilities	Ref: SCDHSC0330
Promote effective communication	Ref: SCDHSC0031
Develop effective relationships with individuals	Ref: SCDHSC0233
Support individuals with specific communication needs	Ref: SCDHSC0369
Assist in the transfer of individuals between agencies and services	Ref: SCDHSC0386
Act within the limits of your competence and authority	Ref: GEN63
Make sure your actions contribute to a positive and safe working culture	Ref: PMWRV1
Support the safeguarding of individuals	Ref: SCDHSC0024
Promote effective communication	Ref: SCDHSC0031
Promote health, safety and security in the work setting	Ref: SCDHSC0032
Uphold the rights of individuals	Ref: SCDHSC0234
Support individuals with specific communication needs	Ref: SCDHSC0369
Process information for use in decision-making	Ref: SCDHSC3115
Observe an individual who presents a significant imminent risk to themselves or others	Ref: FMH3
Support an individual to reduce the risk and impact of self-harming behaviour	Ref: FMH4
Minimise the risks to an individual and staff during clinical interventions and violent and aggressive episodes	Ref: FMH5
Contribute to the prevention and management of abusive, aggressive and challenging behaviour	Ref: GEN134
Act within the limits of your competence and authority	Ref: GEN63
Communicate effectively in a healthcare environment	Ref: GEN97
Make sure your actions contribute to a positive and safe working culture	Ref: PMWRV1
Make sure your own actions minimise the risk of aggressive communication	Ref: PMWRV13
Protect yourself and others from the risk of violence at work	Ref: PMWRV3
Promote effective communication	Ref: SCDHSC0031
Promote the safeguarding of children and young people	Ref: SCDHSC0034
Promote the safeguarding of individuals	Ref: SCDHSC0035
Uphold the rights of individuals	Ref: SCDHSC0234
Develop risk management plans to promote independence in daily living	Ref: SCDHSC0450
Promote the rights and diversity of individuals	Ref: SCDHSC3111
Contribute to addressing situations where there is risk of danger, harm or abuse	Ref: SCDHSC0395

Enabling Health Interventions	
Links to associated national occupational standards Click on title to go to full text of standard	
Support individuals to access and use services and facilities	Ref: SCDHSC0330
Contribute to raising awareness of health issues	Ref: SCDHSC3103
Support individuals to access and use services and facilities	Ref: SCDHSC0330
Support individuals to secure services in order to achieve outcomes	Ref: SCDHSC316
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
Participate in inter-disciplinary team working to support individuals	Ref: SCDHSC3100
Support individuals to manage their own health and social well-being	Ref: SCDHSC3112
Participate in inter-disciplinary team working to support individuals	Ref: SCDHSC3100

Therapeutic Interventions	
Links to associated national occupational standards Click on title to go to full text of standard	
Manage Emergency Situations	Ref: CHS163
Contribute to implementation of care or support plan activities	Ref: SCDHSC0025
Support individuals with specific communication needs	Ref: SCDHSC0369
Minimise the risks to an individual and staff during clinical interventions and violent and aggressive episodes	Ref: FMH5
Observe an individual who presents a significant imminent risk to themselves or others	Ref: FMH3
Support individuals with programmes to promote positive behaviour	Ref: SCDHSC0398
Assist in the administration of medication	Ref: CHS2
Support individuals to administer their own medication	Ref: CHS237

Role support interventions	
Links to associated national occupational standards Click on title to go to full text of standard	
Enable individuals to maintain the safety and security of their living environment	Ref: GEN104
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 in undertaking their desired activities	Ref: GEN15
Support individuals to access and use services and facilities	Ref: SCDHSC0330
Support individuals in their daily living	Ref: SCDHSC0027
Support individuals to meet their domestic and personal needs	Ref: SCDHSC0029
Promote effective communication	Ref: SCDHSC0031
Promote the safeguarding of individuals	Ref: SCDHSC0035
Support individuals to eat and drink	Ref: SCDHSC0214
Support individuals with their personal care needs	Ref: SCDHSC0218
Monitor the condition of individuals	Ref: SCDHSC0224
Support individuals to carry out their own healthcare and monitoring procedures	Ref: SCDHSC0225
Maintain safety and security when accessing individuals	Ref: SCDHSC0229
Develop effective relationships with individuals	Ref: SCDHSC0233
Uphold the rights of individuals	Ref: SCDHSC0234
Support individuals to live at home	Ref: SCDHSC0343
Support individuals to retain, regain and develop skills to manage their daily living	Ref: SCDHSC0344
Support individuals to manage their financial affairs	Ref: SCDHSC0345
Support individuals to manage direct payments	Ref: SCDHSC0346
Support individuals to access learning, training and development opportunities	Ref: SCDHSC0348
Support the spiritual well-being of individuals	Ref: SCDHSC0350
Implement development activities to meet individuals' goals, preferences and needs	Ref: SCDHSC0351
Support individuals to represent their own wishes and needs at decision-making events	Ref: SCDHSC0366
Support individuals to access information on services and facilities	Ref: SCDHSC0026
Support individuals to make journeys	Ref: SCDHSC0028
Support individuals to participate in recreational activities	Ref: SCDHSC0210
Support individuals to take part in development activities	Ref: SCDHSC0211
Maintain safety and security when accessing individuals	Ref: SCDHSC0229
Enable individuals to make their way around specific places	Ref: SCDHSC0235
Support individuals in the community	Ref: SCDHSC0244
Support individuals to access employment	Ref: SCDHSC0347
Support individuals to access housing and accommodation services	Ref: SCDHSC0349
Support individuals to manage change in their lives	Ref: SCDHSC0382
Support individuals to move into new living environments	Ref: SCDHSC0383
Contribute to addressing situations where there is risk of danger, harm or abuse	Ref: SCDHSC0395
Support individuals with programmes to promote positive behaviour	Ref: SCDHSC0398
Promote effective relationships with individuals	Ref: SCDHSC3110

Family/carer interventions	
Links to associated national occupational standards Click on title to go to full text of standard	
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
Promote effective communication	Ref: SCDHSC0031
Contribute to working in partnership with carers	Ref: SCDHSC0227
Support individuals with specific communication needs	Ref: SCDHSC0369
Work with carers, families and key people to maintain contact with individuals	Ref: SCDHSC0389
Support families in maintaining relationships in their wider social structures and environments	Ref: SCDHSC0390
Identify the learning needs of patients and carers to enable management of a defined condition	Ref: PE6
Contribute to working in partnership with carers	Ref: SCDHSC0227
Work in partnership with carers to support individuals	Ref: SCDHSC0387
Contribute to addressing situations where there is risk of danger, harm or abuse	Ref: SCDHSC0395

Accommodation and welfare interventions	
Links to associated national occupational standards Click on title to go to full text of standard	
Support individuals to access housing and accommodation services	Ref: SCDHSC0349
Support individuals to manage their financial affairs	Ref: SCDHSC0345
Support individuals to manage direct payments	Ref: SCDHSC0346

Appendix 2

[Transforming Care, extract, Model Service Specifications: Supporting implementation of the service model](#)

Appendix 3

These National Occupational Standards are regarded as being core to everyone working in healthcare, with some variation with the career framework level of practice. They are additional to those identified in the sections of the competence framework.

Career Framework Level 1,2,3,4,5,6,7 and 8

GEN97	Communicate effectively in a healthcare environment
IPC2.2012	Perform hand hygiene to prevent the spread of infection
PROHSS1	Make sure your own actions reduce risks to health and safety
PMWRV1	Make sure your actions contribute to a positive and safe working culture
GEN63	Act within the limits of your competence and authority
ESKITU020	Use digital communications
SCDHSC0024	Support the safeguarding of individuals
SCDHSC0234	Uphold the rights of individuals
CHS169	Comply with legal requirements for maintaining confidentiality in healthcare
SCDHSC0241	Contribute to the effectiveness of teams
CFA_BAD332	Store and retrieve information using a filing system

Career Framework Level 1,2,3,4

SCDHSC0023 [Develop your own knowledge and practice](#)

Career Framework Level 2,3,4,5,6,7,8

HT4 [Manage and organise your own time and activities](#)

Career Framework Level 3,4,5,6,7 and 8

GEN23 [Monitor your own work practices](#)

Career Framework Level 5,6,7 and 8

CFAM&LDD1	Develop and sustain productive working relationships with colleagues
GEN13	Synthesise new knowledge into the development of your own practice
CFAM&LAA3	Develop and maintain your professional networks
SCDHSC0033	Develop your practice through reflection and learning
SCDHSC0043	Take responsibility for the continuing professional development of yourself and others
CFAM&LCA1	Identify and evaluate opportunities for innovation and improvement
SCDHSC3111	Promote the rights and diversity of individuals

Career Framework Level 7 and 8

CFAM&LCA4 [Implement change](#)



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