

# Support, Time and Recovery (STR) workers

## *A Competence Framework*

Best Practice Guidance



## DH INFORMATION

Policy <b>HR/Workforce</b> Management Planning/ Clinical	Estates Commissioning IM & T Finance Social Care/Partnership Working
<b>Document Purpose</b>	Best Practice Guidance
<b>Gateway Reference</b>	10022
<b>Title</b>	Support, Time and Recovery (STR) workers – A Competence Framework
<b>Author</b>	DH/NIMHE National Workforce Programme
<b>Publication</b>	01 July 2008
<b>Target</b>	PCT CEs, NHS Trust CEs, SHA CEs, Care Trust CEs, Foundation Trust CEs, Local Authority CEs, Directors of Audit SS, Directors of HR
<b>Circulation List</b>	Voluntary Organisations/NDPBs
<b>Description</b>	This Best Practice Guidance sets out the background; purpose; and development of the Competence Framework for Support, Time and Recovery (STR) workers employed across health and social care sectors.
<b>Cross Ref</b>	STR Guidance 2003 STR Final Handbook 2007
<b>Superseded Docs</b>	N/A
<b>Action Required</b>	N/A
<b>Timing</b>	N/A
<b>Contact</b>	Roslyn Hope Director, NIMHE National Workforce Programme NIMHE North East, Yorkshire and Humber RDC Genesis 5, Innovation Way Off University Road Heslington YORK YO10 5DR E-mail: roslyn.hope@csip.org.uk
<b>For Recipient's Use</b>	

©Crown copyright 2008

First published xxx 2008

Produced by the Department of Health

The text of this document may be produced without formal permission or charge  
for personal or in-house use.

[www.dh.gov.uk/publications](http://www.dh.gov.uk/publications)

# Contents

Executive Summary	2
Foreword	3
Background	3
Competences and National Occupational Standards	4
Purpose	4
Focus	5
The process for developing the Competence Framework	5
The way the Competence Framework is put together	7
Summary	8
Appendix A: Membership of the Reference Group	9
Appendix B: The full STR Competence Framework	12
Appendix C: List of Core Tasks that apply to the STR role	35
Appendix D: The National Occupational Standards that apply to the STR role	42
Appendix E: Building a Role Profile	52
Appendix F: The NHS Knowledge and Skills Framework	54
Appendix G: The Ten Essential Shared Capabilities	56
Appendix H: List of abbreviations	57

# Executive summary

This best practice guidance sets out the background; purpose; and development of the Competence Framework for Support, Time and Recovery (STR) workers which is to be found in Appendix B. The Competence Framework has been put together from the List of Core Tasks (Appendix C) and the National Occupational Standards (NOS) (Appendix D) that apply to the STR role. The Framework also makes the appropriate links to the NHS Knowledge and Skills Framework (KSF) (Appendix F) and the Ten Essential Shared Capabilities (ESC) (Appendix G).

In addition, Appendix E provides some guidance about how to build a Role Profile for STR workers.

This publication is aimed not just at STR workers but it also aims to inform their managers; their employers; and other staff working in mental health services across health and social care about what STR workers do and their standards of performance.

The Competence Framework directly supports the original STR guidance of 2003 and the Final Handbook of 2007 and was developed by Colin Wright Associates Ltd working in conjunction with the National Institute for Mental Health England (NIMHE), National Workforce Programme (NWP) and Skills for Health (SfH).

# Foreword

Looking after the needs of service users and carers is not an exclusive role just for STR workers. All those working in mental health services across both health and social care want to help people suffering from mental distress. However, the creation of the STR worker role, *solely dedicated to meeting the individual needs of service users*, not only meets an identified need, but also provides that vital headroom and space for the rest of the mental health workforce to undertake a myriad of other roles. The creation of the STR role is not just symbolic – it is a practical and tangible step to help deliver a more individualised and effective mental health service.

It is not just about delivery but it is about the provision of *high quality* services and this best practice guidance provides the information needed to help provide and measure that by way of a Competence Framework. However, it has to be acknowledged that it is a Framework to be used and adapted locally, recognising the day to day operation of the STR role differs between localities, often reflecting a different need or approach in a variety of service settings across health and social care as well as the knowledge and experience of STR workers themselves ie there is “no one size fits all” to all this.

# Background

1.1 STR workers primary function is to **S**upport service users and carers by giving them **T**ime and so help their **R**ecovery. Details of the role was set out in the original STR guidance<sup>1</sup>, now supplemented by the STR Handbook.<sup>2</sup>

1.2 Although the STR Handbook contained a section entitled “Clarity of Role” to help provide additional clarification, this was expressed in terms of the needs of service users. What it did not do was to set out the detailed tasks for STR workers to meet those needs and the appropriate competences or standards required.

1.3 Despite the two pieces of national guidance, a number of Trusts still felt there remained some confusion about the role and standards and were looking to produce a set of competences. Given the wish to avoid the possible development of more than one competence set by differing organisations, it was felt the NIMHE NWP should co-ordinate a programme and publish a single, agreed Competence Framework based on National Occupational Standards (NOS). This is set out in Appendix B.

<sup>1</sup>DH (2003) *Mental Health Policy Implementation Guide: Support, Time and Recovery (STR) Workers*: London: DH

<sup>2</sup>DH (2007) *Mental Health Policy Implementation Guide: Support, Time and Recovery (STR) Workers: Learning from the national implementation programme: Final Handbook*: London: DH

# Competences and National Occupational Standards (NOS)

2.1 A Competence Framework provides a description of the standards of performance and knowledge required to undertake work activities in an occupational area. Each individual competence in the Framework describes what individuals need to do and know to carry out a specific activity – regardless of who performs it.

2.2 NOS are competences that have been approved by the education regulatory bodies for use in qualifications. NOS are developed by Sector Skills Councils, working in partnership with employers and practitioners. NOS are reviewed and up-dated approximately every 3 to 4 years to reflect changes in policy and working practices.

2.3 All the NOS included in the STR Competence Framework are available for download from the SfH web site: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

2.4 Many of the NOS in the STR Competence Framework are Health and Social Care NOS – these are also available from [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

## Purpose

3.1 The purpose in developing a Competency Framework is to:

- Provide clarity about the competences and standards required to successfully deliver the role of STR worker informing not just STR workers, but also their colleagues; their managers; and their employers;
- Provide a mechanism where STR workers can help determine their strengths as well as their Learning and Development (L&D) needs;
- Provide clarity for service users and carers about what to expect from STR workers;
- Help support the sustainability of the STR role across health and social care in both the statutory and non-statutory sectors;
- Ensure the development of effective commissioning and provision of L&D; and
- Provide an effective benchmark to monitor the role for use by NHS Trusts, Strategic Health Authorities; and the regulatory organisations.

# Focus

4.1 There is a lot of information in this guidance and whilst the Appendices are not mutually exclusive, the following may help readers focus on what they need to know:

- STR workers
  - Appendix D – the NOS that apply to STR workers and
  - Appendix E – how to build a Role Profile
- STR Managers and employers
  - Appendix B – the full STR Competence Framework
- Other mental health staff
  - Appendix C – List of Core Tasks (ie what STR workers do)

## The process for developing the Competence Framework

5.1 The Competence Framework was developed in five stages:-

- Drawing up a List of Core Tasks and functions
- Drafting a Competence Framework
- Holding a series of workshops
- Revision of the Competence Framework
- Drafting the best practice guidance; circulating it for comment and preparation of the final version

### Drawing up a List of Core Tasks

5.2 The first step was to draw up a list of Core Tasks that STR workers carry out in fulfilling the role and to circulate it for comment to a number of people who began to form a Reference Group. (see Appendix A). The list of Core Tasks was taken from a variety of sources to include the STR guidance documents; job descriptions; information from STR workers; feedback from the national STR Development Programme; as well as contacts with STR managers and service users. The Core Tasks were collated under four broad areas of activity covering:-

- Working with service users and carers
- Working within your organisation
- Personal development and
- Management of the Service. (Senior STR role).



### Drafting a Competence Framework

5.3 Colin Wright Associates Ltd was then commissioned to undertake the development of the detailed Competence Framework. The list of Core Tasks was adapted and reorganised to produce an underpinning Functional Map, cross referencing this to the suites of NOS, produced by the Sector Skills Councils, to form the basis of the Competence Framework.

### Holding a series of workshops

5.4 The next stage was to undertake a series of workshops to “road test” the draft Framework with a number of key stakeholders. The intention was to include:-

- Up to six STR workers:
  - across all three levels ie Senior; Intermediate; and Foundation
  - who are employed by a mixture of employers from the NHS; the Local Authority; and the voluntary sectors; and
  - who work in a variety of settings such as:
    - a Community Mental Health Team
    - a Crisis Resolution/Home Treatment Team
    - an Assertive Outreach Team
    - an in-patient unit
    - Child and Adolescent Mental Health Services; and
    - Older People’s mental health services.
- A service user and carer; and
- Up to two STR managers.

5.5 The aims of the workshop were to validate the work undertaken so far by-

- Agreeing the List of Core Tasks for STR workers;
- Going through the draft Competence Framework based on the List of Core Tasks; and
- Developing individual Role Profiles with each of the STR workers present on the basis of their individual Job Descriptions.

5.6 Full representation as set out above was achieved across all the four workshops which were held in Stoke (10th March 2008); Colchester (11th March 2008); London (25th March 2008); and Leeds (4th April 2008). Vital feedback from this cross section of STR workers employed in a variety of settings (including statutory and non-statutory sectors as well as other staff), confirmed the draft Competence Framework was on the right lines. In effect, the attendees at the workshops became additional members of the Reference Group and their details are also shown in Appendix A.



## Revision of the Competence Framework

5.7 Following the four workshops, the Competence Framework was revised by Colin Wright Associates and presented to the NIMHE NWP and Skills for Health.

## Drafting the best practice guidance; circulating it for comment and preparation of the final version

5.8 Both during and after the process set out above, the best practice guidance was drafted by the NIMHE NWP with the aim of circulating it to the full membership of the Reference Group for their final comments or suggestions in readiness for publication of the final version.

# The way the Competence Framework is put together

6.1 The full STR Competence Framework is in Appendix B where a number of points should be noted.

6.2 It contains five columns showing:

### Column one – Core Tasks

- This sets out the Core Tasks undertaken by an STR worker (also listed in Appendix C).

### Column two – National Occupational Standards

- The NOS that are most appropriate to the Core Tasks showing the unique reference number given to all NOS and the main heading in bold, followed by bullet points providing further information. Full details of each NOS are available on the SfH web site – see paragraph 2.3 above.
- As can be seen, it is often the case that each NOS relates to a number of Core Tasks. It is important to note that there is not always an exact match between each of the Core Tasks and the NOS. In some cases, a number of Core Tasks relate to one NOS and vice-versa; however, overall the NOS have been selected to describe the full range of Core Tasks. It is also worth recognising that the NOS are typically reviewed every 3 to 4 years, so the wording in some NOS may not always be in line with the most recent policy developments or be as up to date as the wording in the Core Tasks.
- Primarily, the NOS have been taken from the Health and Social Care (H&SC) suite of NOS. Use of the H&SC NOS was felt to be most appropriate and had the added advantage of recognising that STR workers are employed in both the NHS and the Social Care field that includes both the statutory and non-statutory sectors.

### Column three – other related NOS

- Where shown, the entries in this column are designed to offer an alternative to the NOS in column two, to be determined locally by STR workers (or their managers) if they think it appropriate. For example, the first entry for HSC35 in column two is about STR workers directly “*promoting choice, wellbeing and the protection of individuals*”. However, column 3 shows other related NOS. The first of these is HSC24, which is not about directly *promoting choice and wellbeing* but is about a STR workers making sure their personal actions underpin this particular activity. The second one, HSC45, is about going beyond an STR worker directly promoting choice and wellbeing with a service user, to develop (wider) practices which *promote choice* eg by working with other mental health staff.
- There is no “right or wrong” answer here. It depends on what each STR worker does in relation to a particular Core Task, often reflecting the wishes of service users and carers as well as the STR worker’s own knowledge, skills, experience and confidence.

### Column four – Knowledge and Skills Framework

- An indicative link with the NHS Knowledge and Skills Framework (KSF) Dimension and appropriate Level which is taken directly from the Skills for Health web site at [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk) Appendix F provides further information about the KSF.

### Column five – the Ten Essential Shared Capabilities

- This shows an indicative link with the Ten Essential Shared Capabilities (ESC)<sup>3</sup>. Appendix G provides further information about the Ten ESC.

As there are only ten ESC compared to what are 59 NOS (including 1 in development) in the Competence Framework, inevitably, the links are fairly broad brush but nevertheless they do show the connection.

## Summary

7.1 The development of a Competence Framework is a vital piece of work in providing on going support to STR workers and their managers and where appropriate, to help raise the standard of everyday practice. The process described above has shown that it is grounded in operational reality by having a number of front line workers, their managers and service users and carers validate the internal “desk work” so as to ensure the product is both robust and meaningful.

7.2 Finally, it is worth bearing in mind that whilst the list of Core Tasks and NOS have been very well researched, they are not an exclusive list as there may be other tasks/NOS that have a specific local focus and could also be used.

---

<sup>3</sup>DH (2004) The Ten Essential Shared Capabilities: A Framework for the Whole of the Mental Health Workforce: London: DH

# Appendix A

## Membership of the Reference Group

John Allcock	Associate Director, NIMHE National Workforce Programme
Bill Davidson	New Ways of Working Service User Involvement Lead
Barbara Evans	Learning & Development Adviser Mental Health Hampshire Adult Services
Teresa Hewitt-Moran	Mental Health Workforce Specialist NHS West Midlands
Nicki Hollingsworth	CSIP North East, Yorkshire and Humber Development Centre
Roslyn Hope	Director, NIMHE National Workforce Programme
Jen Kilyon	Carer Involvement Lead NIMHE National Workforce Programme
Marie Lovell	Skills for Care
Marc Lyall	Skills for Health
Ian McGonagle	Centre for Clinical and Academic Workforce Innovation
Phillip Marriott	Coventry and Warwickshire Partnership Trust
Anne Mercer	Department of Health Workforce Capacity Branch
Lynne Taylor	Commissioning Manager, Warwickshire County Council
Jim Thomas	Skills for Care
Avril Wright	CSIP Eastern Development Centre
Colin Wright	Colin Wright Associates Ltd

## STR Workshop Members

### Stoke (10th March 2008)

John Allcock	Associate Director, NIMHE National Workforce Programme
Graham Bailey	Physical Wellbeing Project Lead, Changes 12 Steps to MH
Dawn Breen	Intermediate STR worker (rehabilitation and recovery service)
Diane Breeze	STR worker (resettlement and recovery services)
Lisa Callaghan	Senior STR worker (Stoke on Trent City Council)
Liane Devaney	Senior STR worker (resettlement and recovery services)
Susan Gombedza	Foundation STR worker (community and adult services)
Tracey Johnson	STR manager
Lin Maidment	Carer

## Support, Time and Recovery (STR) workers

Amanda Richardson	Intermediate STR worker (community and adult services)
David Smith	Community Services Manager
Gary Stevenson	Assistant Manager (resettlement and recovery services)
Colin Wright	Colin Wright Associates Ltd

### **Colchester (11th March 2008)**

John Allcock	Associate Director, NIMHE National Workforce Programme
Toni Atkins	Foundation STR worker (community mental health team)
Christine Holland	STR manager
David Pollikett	Foundation STR worker (community mental health team)
Elaine Verrinder	STR worker
Avril Wright	CSIP/Eastern Development Centre
Colin Wright	Colin Wright Associates Ltd
Kim Wright	Foundation STR worker (community mental health team)

### **London (25th March 2008)**

David Aheto	Senior STR worker (community support outreach team)
John Allcock	Associate Director, NIMHE National Workforce Programme
Margo Fallon	CSIP/London Development Centre
Fiona Hill	Director, Brent Mental Health User Group
David Newton	STR worker (acute ward)
Maxwell Omo-Ajede	STR worker (recovery team)
Joakim Parknas	STR worker (hospital in-patient ward)
Hock Tay	Team Leader, North Enfield home treatment team
Catherine Waller	STR worker (early intervention service)
Deborah Willetts	Senior STR worker (recovery team)
Colin Wright	Colin Wright Associates Ltd
Fiona Felgate	Occupational Therapist

**Leeds (4th April 2008)**

John Allcock	Associate Director, NIMHE National Workforce Programme
Alex Barrell	Intermediate STR worker (psychosis service for young people)
Jane Beacher	Commissioning and Service Development Manager (STR Lead) (adult and community services)
Ann Boyd	Intermediate STR worker (older people's mental health)
Marytn Brannan	Intermediate STR worker (early intervention team)
Emma Brice	Senior STR worker (community mental health team)
Anne-Marie Dunne-Willows	Foundation STR worker (primary care trust)
Vanessa Fawcett	STR supervisor (specialist older people's liaison nurse)
Elaine Gair	Intermediate STR worker (older people's mental health)
Nicki Hollingsworth	CSIP/North East, Yorkshire & Humber Development Centre
Debbie Johnson	Intermediate STR worker (older people hospital liaison team)
Nicola Patterson	STR manager
James Waplington	Service Manager (older people's mental health services)
Colin Wright	Colin Wright Associates Ltd

# Appendix B

## The full STR Competence Framework

### Contents

<b>1. Working with service users and carers</b>	<b>13</b>
1.1 General	13
1.2 Communication	15
1.3 Engagement	16
1.4 Health promotion	17
1.5 Social inclusion	19
1.6 Practical support	20
1.7 Access to health care	22
1.8 Care planning (Individual level)	23
1.9 Relapse	24
1.10 Recovery	25
1.11 Abuse	26
<b>2. Working within your organisation</b>	<b>27</b>
2.1 Links with other organisations	27
2.2 Care planning (organisational level)	28
2.3 Service review and development	28
2.4 Health and safety	29
2.5 Administration and security of information	30
<b>3. Personal Development</b>	<b>31</b>
<b>4. Management of the Service</b>	<b>33</b>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>1. Working with service users and carers</b>				
<b>1.1 General</b>				
<ul style="list-style-type: none"> <li>To act at all times in the best interests of service users within appropriate, transparent boundaries as part of a recovery orientated mental health service</li> <li>To be aware of any Advance Directives made by a service user in respect of their care and treatment</li> <li>To spend time, working flexibly with service users to address their identified concerns; priorities; and goals in respect of their health and social care needs</li> <li>To assist in delivering a high standard of support to service users and their carers, promoting their equality, dignity and mental well being at all times</li> <li>To enable service users to improve their physical health and well being</li> <li>To ensure that individuals are enabled to access appropriate advice, support and interventions, outside of the STR worker's role, area of knowledge and experience</li> </ul>	<p><b>HSC35 Promote choice, well-being and the protection of individuals</b></p> <ul style="list-style-type: none"> <li><i>Develop supportive relationships that promote choice and independence</i></li> <li><i>Respect the diversity and difference of individuals and key people</i></li> <li><i>Contribute to the protection of all individuals</i></li> </ul>	<p>HSC24 Ensure your own actions support the care, protection and well-being of individuals</p> <p>HSC45 Develop practices which promote choice, well-being and protection of all individuals</p>	<p>Core 6/Level 3: Promote equality and value diversity</p>	<p>2. Respecting Diversity</p> <p>3. Practising Ethically</p>
	<p><b>HSC332 Support the social, emotional and identity needs of individuals</b></p> <ul style="list-style-type: none"> <li><i>Work with individuals to identify their social, emotional and identity needs</i></li> <li><i>Support individuals to develop and maintain self esteem and a positive self image</i></li> <li><i>Support individuals to address changing social, emotional and developmental needs</i></li> </ul>	<p>HSC414 Assess individual needs and preferences</p>	<p>HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing</p>	<p>2. Respecting Diversity</p> <p>3. Practising Ethically</p> <p>4. Challenging Inequality</p>
	<p><b>HSC382 Support individuals to prepare for, adapt to and manage change</b></p> <ul style="list-style-type: none"> <li><i>Support individuals to prepare for change</i></li> <li><i>Support individuals and key people to cope with and manage change</i></li> <li><i>Support individuals to review the methods they have used to manage change</i></li> </ul>		<p>HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing</p>	<p>3. Practising Ethically</p> <p>5. Promoting Recovery</p>



Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<ul style="list-style-type: none"> <li>To enable people with mental health needs to develop coping strategies</li> </ul>	<p><b>HSC396 Enable people with mental health needs to develop coping strategies</b></p> <ul style="list-style-type: none"> <li>Support people with mental health needs to recognise the impact of their behaviour on others</li> <li>Work with people to develop alternative coping strategies</li> <li>Work with people to review the effectiveness of their coping strategies</li> </ul>		HWB4/Level 4: Empower people to realise and maintain their potential in relation to health and wellbeing	<ol style="list-style-type: none"> <li>Practising Ethically</li> <li>Promoting Recovery</li> </ol>
<ul style="list-style-type: none"> <li>To be aware of any carers, family members and other support networks who are able to support or are in contact with a service user</li> <li>To facilitate service user and carer input into the development of best practice</li> </ul>	<p><b>HSC387 Work in collaboration with carers in the caring role</b></p> <ul style="list-style-type: none"> <li>Work with carers to identify their needs and preferences</li> <li>Work with carers to access resources, services, facilities and support groups</li> <li>Work with carers to review how well the services and facilities meet their needs</li> </ul>	HSC227 Contribute to working in collaboration with carers in the caring role	HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing	<ol style="list-style-type: none"> <li>Work in Partnership</li> <li>Promoting Recovery</li> </ol>
	<p><b>HSC389 Work with carers, families and key people to maintain contact with individuals</b></p> <ul style="list-style-type: none"> <li>Work with carers, families and key people to identify key relationships to be maintained and developed</li> <li>Work with carers, families and key people to support individuals</li> <li>Observe and support carers, families and key people when in contact with the individual</li> </ul>		HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing	<ol style="list-style-type: none"> <li>Work in Partnership</li> <li>Respecting Diversity</li> </ol>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>1.2 Communication</b>				
<ul style="list-style-type: none"> <li>• To create an atmosphere where clients feel comfortable to talk about themselves and their emotions</li> <li>• To establish and maintain good verbal and written communication and co-operation with service users and carers, other professionals; agencies; and external bodies. Develop and maintain communication with people about difficult matters and/or in difficult situations</li> <li>• To set limits to relationships and communications as part of a professional relationship</li> </ul>	<p><b>HSC31 Promote effective communication for and about individuals</b></p> <ul style="list-style-type: none"> <li>• <i>Identify ways to communicate effectively</i></li> <li>• <i>Communicate effectively on difficult, complex and sensitive issues</i></li> <li>• <i>Support individuals to communicate</i></li> <li>• <i>Update and maintain records and reports</i></li> </ul>	<p>HSC21 Communicate with, and complete records for individuals</p> <p>HSC41 Use and develop methods and systems to communicate records and report</p>	<p>Core 1/Level 3: Develop and maintain communication with people about difficult matters and/or in difficult situations</p>	<p>1. Working in Partnership</p>
<ul style="list-style-type: none"> <li>• To promote effective communication and relationships with people who are troubled or distressed</li> <li>• To establish and maintain working relationships with people who have difficulty in communicating</li> <li>• To establish and maintain working relationships with people who lack trust and motivation</li> </ul>	<p><b>HSC369 Support individuals with specific communication needs</b></p> <ul style="list-style-type: none"> <li>• <i>Identify specific communication needs and methods</i></li> <li>• <i>Support individuals, key people and others to communicate</i></li> <li>• <i>Observe and evaluate individual communication needs</i></li> </ul>		<p>HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing</p>	<p>1. Working in Partnership</p>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>1.3 Engagement</b>				
<ul style="list-style-type: none"> <li>To develop a rapport based upon guidance and support but within appropriate and transparent boundaries behaving at all times so as to convey an attitude of respect and desire for an equal partnership</li> <li>To be responsible for building a rapport with service users which may entail working with them in a setting other than that of the team (eg. visiting service users in hospital)</li> <li>To establish, sustain and at the appropriate time, disengage from professional relationships with service users working at the service user's pace</li> </ul>	<p><b>HSC233 Relate to, and interact with, individuals</b></p> <ul style="list-style-type: none"> <li><i>Identify individuals' relationship needs</i></li> <li><i>Develop effective relationships</i></li> <li><i>Monitor and alter relationships to meet changing needs</i></li> </ul>		<p>HWB4/Level 2: Enable people to meet ongoing health and wellbeing needs</p>	<ol style="list-style-type: none"> <li>Working in Partnership</li> <li>Respecting Diversity</li> <li>Practising Ethically</li> </ol>
<ul style="list-style-type: none"> <li>To provide advice and information to those who enquire about mental and physical health needs and related services</li> </ul>	<p><b>HSC419 Provide advice and information to those who enquire about mental health needs and related services</b></p> <ul style="list-style-type: none"> <li><i>Determine individual's requirements for advice and information about mental health needs and related services</i></li> <li><i>Provide advice and information about mental health needs and related services</i></li> </ul>		<p>HWB 2/Level 2: Contribute to assessing health and wellbeing needs and planning how to meet those needs</p>	<ol style="list-style-type: none"> <li>Identifying People's Needs and Strengths</li> </ol>
<ul style="list-style-type: none"> <li>To regularly work with people whose mental ill-health, perspectives and life experiences can cause them to be distressed</li> <li>To regularly work with people who are experiencing or have experienced often sad or upsetting personal and/or social situations</li> </ul>	<p><b>HSC226 Support individuals who are distressed</b></p> <ul style="list-style-type: none"> <li><i>Identify aspects of individuals lives that may cause distress</i></li> <li><i>Work with individuals and others to deal with their distress</i></li> <li><i>Support individuals through periods of stress and distress</i></li> </ul>		<p>HWB4/Level 2: Enable people to meet ongoing health and wellbeing needs</p>	<ol style="list-style-type: none"> <li>Practising Ethically</li> <li>Promoting Recovery</li> </ol>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<ul style="list-style-type: none"> <li>To support service users who have difficult or potentially difficult relationships</li> </ul>	<p><b>HSC356 Support individuals to deal with relationship problems</b></p> <ul style="list-style-type: none"> <li>Support individuals to assess relationship problems</li> <li>Support individuals to overcome relationship problems</li> <li>Work with individuals to evaluate relationship issues, problems and support</li> </ul>		HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing	<ul style="list-style-type: none"> <li>3. Practising Ethically</li> <li>5. Promoting Recovery</li> </ul>
<b>1.4 Health promotion</b>				
<ul style="list-style-type: none"> <li>To provide, or assist service users to access, information on health promotion to include a healthy diet; smoking cessation; preventing substance misuse; and the importance of physical exercise</li> <li>To enable service users to recognise the importance of taking their prescribed medication</li> </ul>	<p><b>HSC3103 Contribute to raising awareness of health issues</b></p> <ul style="list-style-type: none"> <li>Work with others to identify health issues which affect individuals</li> <li>Assist in planning and implementing activities to raise awareness of health issues</li> <li>Evaluate, with others, the effectiveness and impact of the awareness raising</li> </ul>		HWB1/Level 1: Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	6. Identifying People's Needs and Strengths
	<p><b>HSC3112 Support individuals to identify and promote their own health and social well-being</b></p> <ul style="list-style-type: none"> <li>Support individuals to identify aspects of their lives and environment that can affect their health and social well being</li> <li>Support individuals to select positive options to promote their own health and wellbeing</li> <li>Support individuals to review their selected options</li> </ul>		HWB1/Level 1: Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	<ul style="list-style-type: none"> <li>5. Promoting Recovery</li> <li>6. Identifying People's Needs and Strengths</li> </ul>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<ul style="list-style-type: none"> <li>To promote minimisation of harm to those engaged in substance misuse</li> </ul>	<b>HSC362 Recognise indications of substance misuse and refer individuals to specialists</b> <ul style="list-style-type: none"> <li>Recognise indications of substance misuse</li> <li>Refer individuals with indications of substance misuse to specialists</li> </ul>		HWB 2/Level 1: Assist in the assessment of people's health and wellbeing needs	8. Making a Difference
	<b>HSC365 Raise awareness about substances, their use and effects</b> <ul style="list-style-type: none"> <li>Identify individuals' knowledge and values about substances, their use and effects</li> <li>Increase individuals' knowledge and understanding of substances, their use and effects</li> </ul>		HWB 1/Level 1: Contribute to promoting health and wellbeing and preventing adverse effects on health and wellbeing	8. Making a Difference
<ul style="list-style-type: none"> <li>To support service users with shopping and in preparation of cooking meals, snacks and drinks as part of a healthy diet required</li> </ul>	<b>HSC29 Support individuals to meet their domestic and personal needs</b> <ul style="list-style-type: none"> <li>Support individuals to obtain, prepare and store food that meets their nutritional and dietary requirements</li> <li>Support individuals to identify and obtain household and personal goods</li> <li>Support individuals to keep their home healthy, safe and secure</li> </ul>		HWB4/Level 2: Enable people to meet ongoing health and wellbeing needs	5. Promoting Recovery 6. Identifying People's Needs and Strengths
<ul style="list-style-type: none"> <li>To enable service users gain access to and use of leisure activities to include exercise and sporting and/or fitness facilities</li> </ul>	<b>HSC210 Support individuals to access and participate in recreational activities</b> <ul style="list-style-type: none"> <li>Support individuals to identify their recreational interests and preferences</li> <li>Encourage and support individuals to participate in recreational activities</li> <li>Encourage and support individuals to review the value of the recreational activities</li> </ul>	HSC420 Promote leisure opportunities and activities for individuals	HWB4/Level 2: Enable people to meet ongoing health and wellbeing needs	5. Promoting Recovery 6. Identifying People's Needs and Strengths

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>1.5 Social inclusion</b>				
<ul style="list-style-type: none"> <li>To assist service users to participate in activities that are meaningful to them, while recognising and supporting personal choice</li> <li>To promote service users living independently within the community by maintaining extensive knowledge of and links with community resources. To actively support service users to use these resources, thereby countering discrimination and encouraging social inclusion</li> <li>To work with individuals to facilitate access and engagement in a range of leisure and other community based activities, working across boundaries of care and organisations</li> <li>To encourage service user and carer access to social, cultural and spiritual support networks in the community</li> <li>To enable service users to be equal members of society, supporting them in their social integration</li> </ul>	<p><b>HSC331 Support individuals to develop and maintain social networks and relationships</b></p> <ul style="list-style-type: none"> <li>Support individuals to identify their needs for, and from, contacts, social networks and relationships</li> <li>Support individuals to maintain supportive relationships</li> <li>Support individuals to develop new social networks and relationships</li> </ul>		<p>HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing</p>	<p>4. Challenging Inequality</p>
	<p><b>HSC3102 Work with community networks and partnerships</b></p> <ul style="list-style-type: none"> <li>Identify the potential for being involved in community networks</li> <li>Participate effectively as a member of community networks</li> <li>Provide information to inform practice</li> </ul>		<p>G7/Level 1: Sustain capacity and capability</p>	<p>1. Working in Partnership 4. Challenging Inequality</p>
	<p><b>HSC3116 Contribute to promoting a culture that values and respects the diversity of individuals</b></p> <ul style="list-style-type: none"> <li>Contribute to identifying methods and processes that ensure each individual is valued and respected</li> <li>Contribute to implementing methods and processes that encourage individuals to value and respect each other</li> <li>Identify and use the life experience of individuals as a resource to promote a culture that values and respects everyone</li> </ul>	<p>HSC234 Ensure your own actions support the equality, diversity, rights and responsibilities of individuals</p>	<p>HWB1/Level 2: Plan, develop and implement approaches to promote health and wellbeing and prevent adverse effects on health and wellbeing</p>	<p>2. Respecting Diversity 3. Practising Ethically 4. Challenging Inequality</p>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>1.6 Practical support</b>				
<ul style="list-style-type: none"> <li>To advise service users about who to go or speak to enable them to access and/or retain suitable accommodation or housing</li> </ul>	<p><b>HSC349 Enable individuals to access housing and accommodation</b></p> <ul style="list-style-type: none"> <li>Support individuals to identify and access housing and accommodation services</li> <li>Support housing and accommodation services to meet the needs of individuals</li> </ul>	HSC422 Promote housing opportunities for individuals	HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing	5. Promoting Recovery 6. Identifying People's Needs and Strengths
	<p><b>HSC383 Prepare and support individuals to move and settle into new living environments</b></p> <ul style="list-style-type: none"> <li>Support individuals to prepare to move into new living environments</li> <li>Support individuals to settle into their living environment</li> <li>Support individuals to review the impact of the new environment on their well being</li> </ul>		HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing	5. Promoting Recovery 6. Identifying People's Needs and Strengths
<ul style="list-style-type: none"> <li>To offer guidance on employment and education opportunities</li> </ul>	<p><b>HSC347 Help individuals access employment</b></p> <ul style="list-style-type: none"> <li>Work with individuals to identify their needs and preferences about employment</li> <li>Help individuals to identify and seek employment opportunities</li> <li>Support individuals to prepare for employment interviews and work</li> </ul>	HSC421 Promote employment, training and education opportunities for individuals	HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing	5. Promoting Recovery 6. Identifying People's Needs and Strengths
	<p><b>HSC348 Help individuals to access learning, training and development</b></p> <ul style="list-style-type: none"> <li>Work with individuals to identify their needs and preferences about opportunities for them to learn and develop</li> <li>Support individuals to prepare for and undertake learning, training and development opportunities</li> <li>Support individuals to prepare for employment interviews and work</li> </ul>		HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing	5. Promoting Recovery 6. Identifying People's Needs and Strengths



Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<ul style="list-style-type: none"> <li>To provide or assist service users to obtain and use effectively, appropriate financial support and information to include financial and budgeting skills (e.g. direct payments or individual budgets where appropriate)</li> <li>To enable service users and carers to access appropriate benefits and tax credits by referring them to agencies or workers where appropriate</li> <li>To ensure individuals are aware of their rights (with regard to housing, benefits, education and employment issues), obtain appropriate welfare benefits and housing and, where necessary, mediate and advocate on their behalf with the relevant agencies</li> </ul>	<p><b>HSC345 Support individuals to manage their financial affairs</b></p> <ul style="list-style-type: none"> <li><i>Work with individuals to access information and advice about their financial affairs</i></li> <li><i>Support individuals to manage and monitor their financial affairs</i></li> </ul> <p><b>HSC346 Support individuals to manage direct payments</b></p> <ul style="list-style-type: none"> <li><i>Work with individuals to access information and advice about direct payments</i></li> <li><i>Help individuals to manage and monitor their use of direct payments</i></li> </ul>		<p>HWB3/Level 3: Implement aspects of a protection plan and review its effectiveness</p> <p>HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing</p>	<p>5. Promoting Recovery</p> <p>6. Identifying People's Needs and Strengths</p> <p>5. Promoting Recovery</p> <p>6. Identifying People's Needs and Strengths</p>
<ul style="list-style-type: none"> <li>To enable service users to make use of appropriate public and other forms transport links such as purchase of tickets etc</li> </ul>	<p><b>HSC28 Support individuals to make journeys</b></p> <ul style="list-style-type: none"> <li><i>Support individuals to plan journeys</i></li> <li><i>Accompany individuals on journeys</i></li> </ul>		<p>HWB4/Level 2: Enable people to meet ongoing health and wellbeing needs</p>	<p>5. Promoting Recovery</p> <p>6. Identifying People's Needs and Strengths</p>
<ul style="list-style-type: none"> <li>To provide regular and practical support to service users and their carers (as appropriate) in developing and managing independence and maintaining dignity and self respect e.g. use of physical aids for the elderly in conjunction with professional colleagues such as Occupational Therapists</li> </ul>	<p><b>HSC343 Support individuals to live at home</b></p> <ul style="list-style-type: none"> <li><i>Support individuals to identify their personal, physical and safety needs to enable them to live at home</i></li> <li><i>Work with individuals to identify and access additional support and resources</i></li> <li><i>Work with individuals to review their needs and identify changes necessary to enable them to live at home</i></li> </ul>		<p>HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing</p>	<p>5. Promoting Recovery</p> <p>6. Identifying People's Needs and Strengths</p>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<ul style="list-style-type: none"> <li>To provide support with “daily living” to individuals that might involve practical help, emotional/psychological support, assistance with any difficulties that may arise</li> </ul>	<p><b>HSC344 Support individuals to retain, regain and develop the skills to manage their lives and environment</b></p> <ul style="list-style-type: none"> <li>Support individuals to identify the skills they need to manage their lives and environment</li> <li>Support individuals to retain, regain and develop the identified skills</li> <li>Support individuals to evaluate the use of the skills in managing their lives and environment</li> </ul>	<p>HSC27 Support individuals in their daily living</p> <p>HSC450 Develop risk management plans to support individual's independence and daily living within their home</p>	<p>HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing</p>	<ol style="list-style-type: none"> <li>Promoting Recovery</li> <li>Identifying People's Needs and Strengths</li> </ol>
<ul style="list-style-type: none"> <li>To empower service users to speak up for themselves and act as their own advocates</li> </ul>	<p><b>HSC366 Support individuals to represent their own needs and wishes at decision making forums</b></p> <ul style="list-style-type: none"> <li>Support individuals to identify and access information to enable them to represent their own needs and wishes</li> <li>Support individuals to plan, prepare and present their needs and wishes</li> <li>Support individuals to review their experiences and the outcomes</li> </ul>	<p>HSC410 Advocate with, and on behalf of, individuals, families, carers, groups and communities</p>	<p>HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing</p>	<ol style="list-style-type: none"> <li>Practising Ethically</li> <li>Promoting Recovery</li> <li>Identifying People's Needs and Strengths</li> </ol>
<b>1.7 Access to health care</b>				
<ul style="list-style-type: none"> <li>To enable service users in gaining access to:             <ul style="list-style-type: none"> <li>a pharmacist to include effective medicines management;</li> <li>regular health checks (to include attendance for clinical tests where appropriate);</li> <li>a dietitian, nutritionist and physiotherapist; and</li> <li>a GP; dentist; optician; chiropodist</li> </ul> </li> </ul>	<p><b>HSC330 Support individuals to access and use services and facilities</b></p> <ul style="list-style-type: none"> <li>Support individuals to identify services and facilities they need</li> <li>Enable individuals to select, access and use services and facilities</li> <li>Enable individuals to evaluate services and facilities</li> </ul>		<p>HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing</p>	<ol style="list-style-type: none"> <li>Identifying People's Needs and Strengths</li> <li>Providing Service User Centred Care</li> <li>Making a Difference</li> </ol>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>1.8 Care planning (Individual level)</b>				
<ul style="list-style-type: none"> <li>To enable service users to develop their care and recovery support plan and to attend relevant care planning meetings</li> <li>To work within an agreed care and recovery support plan and monitor and record an agreed plan of action, reviewing this as appropriate</li> <li>To enable service user involvement and active participation with the care and treatment as part of their care and recovery support plan</li> <li>To record unmet needs in respect of the service being offered</li> <li>To be responsible for providing links between the service user and their care and recovery support plan. This will include actively participating in and contributing to the review of the service users' care packages, as requested by the responsible care co-ordinator</li> <li>To enable service users in engaging effectively with the agreed Care Programme Approach (CPA) Care Plan and where appropriate, to access appropriate services provided on a regular and consistent basis</li> </ul>	<p><b>HSC328 Contribute to care planning and review</b></p> <ul style="list-style-type: none"> <li><i>Contribute to assessing the needs and preferences of individuals</i></li> <li><i>Support the development and implementation of care plans</i></li> <li><i>Contribute to reviewing care plans</i></li> </ul>	<p>HSC416 Develop, implement and review care plans with individuals</p> <p>HSC418 Work with individuals with mental health needs to negotiate and agree plans for addressing those needs</p> <p>HSC427 Assess the needs of carers and families</p> <p>HSC428 Develop, implement and review programmes of support for carers and families</p>	<p>HWB2/Level 2: Contribute to assessing health and wellbeing needs and planning how to meet those needs</p>	<p>6. Identifying People's Needs and Strengths</p> <p>7. Providing Service User Centred Care</p>
	<p><b>HSC352 Support individuals to continue therapies</b></p> <ul style="list-style-type: none"> <li><i>Identify the support and skills you need to enable individuals to continue therapies</i></li> <li><i>Encourage individuals to complete activities identified by therapist</i></li> <li><i>Observe and evaluate effects of therapies on individuals</i></li> </ul>		<p>HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing</p>	<p>5. Promoting Recovery</p>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<ul style="list-style-type: none"> <li>To enable service users as they move through statutory services, working closely with other STR workers, to aid a smooth transfer of care from one part of the service to another</li> </ul>	<p><b>HSC386 Assist in the transfer of individuals between agencies and services</b></p> <ul style="list-style-type: none"> <li><i>Support individuals as they prepare for transfer</i></li> <li><i>Make agency preparations for individuals' transfer</i></li> <li><i>Supervise individuals' during transfer</i></li> </ul>		HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing	7. Providing Service User Centred Care
<b>1.9 Relapse</b>				
<ul style="list-style-type: none"> <li>To help to identify early signs of relapse by monitoring the service users progress, level of functioning and mental state and alert the appropriate staff involved in the individual's care</li> <li>To assist in monitoring the person's progress, level of functioning and mental state and alerting appropriate people involved in the service user's care</li> <li>To continue to support through relapse</li> </ul>	<p><b>SfH FMH18 Respond to potential crisis and relapse for an individual in the community</b></p> <ul style="list-style-type: none"> <li><i>Dealing with the contingencies that occur, such as using a relapse prevention plan and how a crisis is to be dealt with as part of the Care Programme Approach</i></li> </ul>		HWB4/Level 3: Enable people to address specific needs in relation to health and wellbeing	5. Promoting Recovery 8. Making a Difference

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>1.10 Recovery</b>				
<ul style="list-style-type: none"> <li>• To actively listen to help the service user make sense of their mental health problems</li> <li>• To help the service user identify and prioritise their personal goals for recovery</li> <li>• To demonstrate a belief in the service user's existing strengths and resources in relation to the pursuit of these goals</li> <li>• To pay particular attention to the importance of goals that take the service user out of the "sick role" and enables them to actively contribute to the lives of others</li> <li>• To help identify non-mental health resources such as friends, contacts, support networks and organisations relevant to the achievement of their goals</li> <li>• To encourage self management of mental health problems by providing information and reinforcing existing coping strategies</li> </ul>	<p><b>SfH MH94 Enable people to recover from distressing mental health experiences (<i>draft in development</i>)</b></p> <ul style="list-style-type: none"> <li>• <i>Enabling individuals to recover from distressing mental health experiences through the acquisition of recovery based knowledge, practice and skills as part of a Personal Recovery or Wellness Recovery Action Plan (WRAP)</i></li> </ul>		<p>HWB4/Level 4: Empower people to realise and maintain their potential in relation to health and wellbeing</p>	<ul style="list-style-type: none"> <li>5. Promoting Recovery</li> <li>6. Identifying people's Needs and Strengths</li> <li>7. Providing Service User Centred Care</li> </ul>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>1.11 Abuse</b>				
<ul style="list-style-type: none"> <li>To recognise possible signs of abuse and to contribute to the protection of individuals and their families</li> </ul>	<p><b>HSC335 Contribute to the protection of individuals from harm and abuse</b></p> <ul style="list-style-type: none"> <li><i>Recognise and report on factors that may cause danger, harm and abuse</i></li> <li><i>Contribute to minimising the effects of dangerous, harmful and abusive behaviour and practices</i></li> <li><i>Respond to and report on suspicions of harm and abuse</i></li> </ul>	<p>HSC240 Contribute to the identification of the risk of danger to individuals and others</p> <p>HSC430 Support the protection of individuals, key people and others</p> <p>HSC431 Support individuals where abuse has been disclosed</p>	<p>HWB3/Level 2: Contribute to protecting people at risk</p>	<p>9. Promoting Safety and Positive Risk Taking</p>
	<p><b>HSC395 Contribute to assessing and act upon risk of danger, harm and abuse</b></p> <ul style="list-style-type: none"> <li><i>Contribute to assessing the risk of danger, harm and abuse</i></li> <li><i>Contribute to minimising the effects of immediate danger, harm and abuse</i></li> <li><i>Support individuals to review situations and actions after the immediate risk has passed</i></li> </ul>		<p>HWB3/Level 2: Contribute to protecting people at risk</p>	<p>9. Promoting Safety and Positive Risk Taking</p>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>2. Working within your organisation</b>				
<b>2.1 Links with other organisations</b>				
<ul style="list-style-type: none"> <li>• To develop good networks and positive working relationships with other organisations that are able to help individuals achieve their goals, including, GPs; housing and benefits agencies; vocational and employment specialists; colleges; training providers and voluntary agencies</li> <li>• To liaise with and signpost to other agencies while adhering to confidentiality policies</li> <li>• To liaise and work closely with the multi disciplinary teams and with other mental health professionals in all sectors</li> <li>• To provide access to mainstream health and social care services</li> </ul>	<p><b>HSC399 Develop and sustain effective working relationships with staff in other agencies</b></p> <ul style="list-style-type: none"> <li>• <i>Develop effective working relationships with staff in other agencies</i></li> <li>• <i>Sustain effective working relationships with staff in other agencies</i></li> </ul>		G7/Level 1: Sustain capacity and capability	1. Working in Partnership
<ul style="list-style-type: none"> <li>• To develop and sustain arrangements for joint working between workers and agencies</li> <li>• To develop partnerships with statutory and voluntary organisations in the development of mental health services</li> <li>• To work with NHS Trusts and other organisations as appropriate, to ensure a collaborative approach to the development and implementation of service initiatives</li> </ul>	<p><b>HSC433 Develop joint working agreements and practices and review their effectiveness</b></p> <ul style="list-style-type: none"> <li>• <i>Establish requirements for joint working</i></li> <li>• <i>Agree and review joint working agreements and practices</i></li> <li>• <i>Identify and work within the boundaries, roles and responsibilities of joint working agreements and practices</i></li> </ul>		G7/ Level 2: Facilitate the development of capacity and capability	1. Working in Partnership



Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>2.2 Care planning (organisational level)</b>				
<ul style="list-style-type: none"> <li>To ensure the CPA processes and procedures are adhered to where appropriate including attendance at CPA meetings/reviews as appropriate</li> <li>To be responsible for providing the link between the service user and their key worker as part of care plan</li> <li>To attend and participate in team/care plan review meetings as appropriate</li> <li>To provide feedback and participate in service reviews and developments</li> <li>To work closely with all Mental Health Teams, health and social care staff, care co-ordinators within the CPA and other colleagues working within multi-agency mental health services</li> <li>To work closely with care co-ordinators involved in the service users care</li> </ul>	<p><b>HSC3100 Participate in inter-disciplinary team working to support individuals</b></p> <ul style="list-style-type: none"> <li><i>Participate in inter-disciplinary team working to support individuals and others to assess individuals' needs</i></li> <li><i>Participate in inter-disciplinary team working to support individuals and others to plan and implement individualised care packages</i></li> <li><i>Participate in inter-disciplinary team working to support individuals and others to evaluate individualised care packages</i></li> </ul>		<p>HWB5/ Level 2: Undertake care activities to meet the health and wellbeing needs of individuals with a greater degree of dependency</p>	<ol style="list-style-type: none"> <li>Promoting Recovery</li> <li>Identifying People's Needs and Strengths</li> <li>Providing Service User Centred Care</li> </ol>
<b>2.3 Service review and development</b>				
<ul style="list-style-type: none"> <li>To participate in the review of the service provided to service users overall by STR workers, and advise any changes to Senior STR worker/Senior Practitioner</li> <li>To help develop systems to monitor the delivery of services in line with service objectives and specifications</li> <li>To contribute to planning, delivering &amp; monitoring interventions and/or treatments</li> </ul>	<p><b>HSC329 Contribute to planning, monitoring and reviewing the delivery of service for individuals</b></p> <ul style="list-style-type: none"> <li><i>Contribute to planning the delivery of service for individuals</i></li> <li><i>Contribute to monitoring the delivery of service for individuals</i></li> <li><i>Contribute to reviewing the delivery of service for individuals</i></li> </ul>	<p>HSC415 Produce, evaluate and amend service delivery plans to meet individual needs and preferences</p>	<p>HWB2/Level 2: Contribute to assessing health and wellbeing needs and planning how to meet those needs</p>	<ol style="list-style-type: none"> <li>Providing Service User Centred Care</li> <li>Making a Difference</li> </ol>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<ul style="list-style-type: none"> <li>To contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals</li> </ul>	<p><b>HSC3111 Promote the equality, diversity, rights and responsibilities of individuals</b></p> <ul style="list-style-type: none"> <li><i>Promote the rights and interests of individuals</i></li> <li><i>Promote the equal treatment of individuals</i></li> <li><i>Promote the individuals' confidence in you and your organisation</i></li> </ul>		Core 6/Level 3: Promote equality and value diversity	2. Respecting Diversity
<b>2.4 Health and safety</b>				
<ul style="list-style-type: none"> <li>To monitor and maintain health, safety and security of self and others</li> <li>To adhere to the employers policies on Health and Safety; Lone Working; Vulnerable Adult; Infection Control; Management of Violence and Aggression; First Aid; Moving and Handling of service users etc</li> <li>To support positive risk taking, whether in the service users own accommodation; the wider community; or in hospital, in conjunction with service users, carers and support networks in full consultation with other members of the health and social care team as part of an agreed care plan</li> </ul>	<p><b>HSC32 Promote, monitor and maintain health, safety and security in the working environment</b></p> <ul style="list-style-type: none"> <li><i>Monitor and maintain the safety and security of the working environment</i></li> <li><i>Promote health and safety in the working environment</i></li> <li><i>Minimise risks arising from emergencies</i></li> </ul>	<p>HSC22 Support the health and safety of yourself and individuals</p> <p>HSC42 Contribute to the development and maintenance of healthy and safe practices in the working environment</p>	Core 3/Level 2: Monitor and maintain health, safety and security of self and others	9. Promoting Safety and Positive Risk Taking

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>2.5 Administration and security of information</b>				
<ul style="list-style-type: none"> <li>To undertake administrative tasks including the maintenance and production of records, reports and statistics</li> <li>To maintain adequate records as required by existing policies and procedures, using appropriate paper and electronic systems. Entering appropriate details on the service users case notes as necessary</li> </ul>	<p><b>HSC3115 Receive, analyse, process, use and store information</b></p> <ul style="list-style-type: none"> <li>Analyse, prioritise and process information</li> <li>Access and use information to make decisions</li> <li>Record, store and share information</li> </ul>		IK1/Level 2: Modify, structure, maintain and present data and information	Not applicable
<ul style="list-style-type: none"> <li>To maintain confidentiality of information regarding service users; carers; and their families and friends at all times</li> <li>To provide and receive sensitive information in relation to people with a mental health problem as appropriate</li> </ul>	<p><b>HSC26 Support individuals to access and use information</b></p> <ul style="list-style-type: none"> <li>Support individuals to identify information to meet their needs</li> <li>Enable individuals to access, select and use information</li> <li>Enable individuals to evaluate the information</li> </ul>		HWB4/Level 2: Enable people to meet ongoing health and wellbeing needs	6. Identifying People's Needs and Strengths
<ul style="list-style-type: none"> <li>To use Information Technology such as computers, mobile phones and blackberries as appropriate in support of everyday practice and administration</li> <li>To be able to use appropriate forms of Information Technology to undertake the role of STR worker</li> </ul>	<p><b>CfA 220 Operate office equipment</b></p> <ul style="list-style-type: none"> <li>Operate a range of office equipment to carry out administrative tasks</li> </ul>		Core 5/Level 2: Maintain quality in own work and encourage others to do so	Not applicable
	<p><b>CfA 212 Use of IT systems 2</b></p> <ul style="list-style-type: none"> <li>Set up and use different types of hardware, access data from different storage media networks and know how to avoid common security risks and restrict access to software and data</li> </ul>		Core 5/Level 2: Maintain quality in own work and encourage others to do so	Not applicable

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>3. Personal Development</b>				
<ul style="list-style-type: none"> <li>• To demonstrate professional practice at all times, being non-judgemental, promoting equal opportunities; anti-discriminatory practice; and valuing diversity</li> <li>• To maintain the quality of own work</li> <li>• To be responsible for personal development, health and well-being agreed through the PDP process</li> <li>• To contribute and participate in annual appraisal and personal development planning</li> <li>• To attend relevant meetings, courses, seminars and so keep professionally up to date</li> <li>• To undertake any training relevant to the role of STR worker</li> <li>• To develop own knowledge, skills and practice and provide information to others to help their development</li> <li>• To maintain knowledge and information resources and help others to access and use them</li> <li>• To develop a knowledge and understanding of relevant legislation and policy drivers such as the Mental Health Act; Vulnerable Adult policy; the Children's Act; Valuing People; New Ways of Working etc and the implications of these to service users and carers</li> </ul>	<p><b>HSC33 Reflect on and develop your practice</b></p> <ul style="list-style-type: none"> <li>• <i>Reflect on your own practice</i></li> <li>• <i>Take action to enhance your practice</i></li> </ul>	<p>HSC23 Develop your knowledge and practice</p> <p>HSC43 Take responsibility for the continuing professional development of self and others</p>	<p>Core 2/ Level 1: Contribute to own personal development</p>	<p>10. Personal Development and Learning</p>
	<p><b>HSC3119 Promote the values and principles underpinning best practice</b></p> <ul style="list-style-type: none"> <li>• <i>Review and update your knowledge of the values, policy and procedural frameworks underpinning best practice</i></li> <li>• <i>Work within the principles and values underpinning best practice</i></li> <li>• <i>Challenge poor practice and be open to challenge by others</i></li> </ul>		<p>Core 5/Level 3: Contribute to improving quality</p>	<p>10. Personal Development and Learning</p>

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<ul style="list-style-type: none"> <li>To reflect upon and develop own practice using supervision and support</li> <li>To participate in individual and group supervision sessions with the team leader or designated supervisor in accordance with the agreed supervision policy</li> </ul>	<p><b>SfH GEN36 Make use of supervision</b></p> <ul style="list-style-type: none"> <li><i>This is about making use of a supervisor and supervisory sessions to enable you to develop your professional competence and work with individuals reliably, consistently, effectively, ethically and safely. Your supervisor may be internal or external to your agency, and may be an experienced practitioner working in a similar position to yourself.</i></li> </ul>		Core 2/Level 3: Develop oneself and contribute to the development of others	10. Personal Development and Learning
<ul style="list-style-type: none"> <li>To work autonomously but, as part of a team, be able to seek appropriate help and support when required</li> <li>To act as a mentor to new staff joining the service, where appropriate</li> </ul>	<p><b>HSC3121 Contribute to promoting the effectiveness of teams</b></p> <ul style="list-style-type: none"> <li><i>Contribute to developing effective team practice</i></li> <li><i>Support team members to contribute to and fully participate in the team activities</i></li> <li><i>Work within the team to promote its effectiveness</i></li> </ul>	HSC241 Contribute to the effectiveness of teams	Core 5/ Level 2: Maintain quality in own work and encourage others to do so	1. Working in Partnership 10. Personal Development and Learning
<ul style="list-style-type: none"> <li>To manage a caseload in conjunction with their line manager and be responsible for own time management</li> </ul>	<p><b>HSC244 Manage and organise time and activities to support individuals in the community</b></p> <ul style="list-style-type: none"> <li><i>Identify and organise time to enable you to complete work for individuals</i></li> <li><i>Balance your own duties and responsibilities with the individuals' needs and preferences</i></li> <li><i>Identify and report risks and changes in individuals' needs and preferences</i></li> </ul>		Core 5/Level 1: Maintain the quality of own work	9. Promoting Safety and Positive Risk Taking 10. Personal Development and Learning

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<b>4. Management of the Service</b>				
<ul style="list-style-type: none"> <li>To work together with STR workers, in consultation with others as appropriate, to identify their training needs as part of their annual performance review. To ensure STR workers undertake an appropriate package of training and education to meet their identified needs, and to participate in and be responsible for STR staff development</li> <li>To ensure STR workers undertake an appropriate package of learning and development to meet their identified needs and to participate in and be responsible for STR staff development</li> <li>To contribute to workshops or seminars applicable to the post holders experience/ knowledge</li> </ul>	<p><b>HSC43 Take responsibility for the continuing professional development of self and others</b></p> <ul style="list-style-type: none"> <li><i>Take responsibility for own personal and professional development</i></li> <li><i>Contribute to the personal and professional development of others</i></li> </ul>		Core 2/ Level 3: Develop oneself and contribute to the development of others	10. Personal Development and Learning
<ul style="list-style-type: none"> <li>To be involved in the recruitment and induction of STR workers; to offer personal and observational supervision to them on a regular basis; to offer peer support and mentoring; and to undertake line management responsibilities for a team of STR workers</li> <li>To participate in the local induction process for new members of the team as and when required</li> </ul>	<p><b>HSC444 Contribute to the selection, recruitment and retention of staff to develop a quality service</b></p> <ul style="list-style-type: none"> <li><i>Identify requirements for staff selection</i></li> <li><i>Contribute to the recruitment of staff in accordance with legal, regulatory and service guidance</i></li> <li><i>Ensure recruitment of suitable staff to meet the needs of the service</i></li> <li><i>Contribute to staff retention policies and practice</i></li> </ul>		G6/Level 2: Plan, allocate and supervise the work of a team	7. Providing Service User Centred Care

Core Tasks	National Occupational Standards (NOS)	Other related NOS	Indicative links: KSF Dimension & Level	Ten ESC
<ul style="list-style-type: none"> <li>To provide leadership and support for STR workers employed in the area, regardless of who their employer is</li> <li>To provide peer support in dealing with the emotional distress that results from client contact, where appropriate</li> </ul>	<p><b>HSC451 Lead teams to support a quality provision</b></p> <ul style="list-style-type: none"> <li><i>Establish effective working relationships with team members</i></li> <li><i>Establish and support team members to carry out their work activities, roles and responsibilities</i></li> <li><i>Assess and provide feedback on individual and team performance</i></li> </ul>		Core 5/Level 3: Contribute to improving quality	7. Providing Service User Centred Care
<ul style="list-style-type: none"> <li>To ensure that appropriate strategies are in place which enable STR workers to carry out the duties and responsibilities of their role, ensuring appropriate boundaries are understood by staff</li> <li>To regularly review the service offered by STR workers, to ensure consistency of standards, quality and effectiveness</li> </ul>	<p><b>HSC446 Manage a dispersed workforce to meet the needs and preferences of individuals at home</b></p> <ul style="list-style-type: none"> <li><i>Manage the work of staff in an individual's home</i></li> <li><i>Supervise and support staff to ensure that health and care services and meeting individual needs and preferences</i></li> <li><i>Respond to day-to-day changes and emergencies</i></li> </ul>		G6/Level 3: Co-ordinate and delegate work and review people's performance	7. Providing Service User Centred Care
<ul style="list-style-type: none"> <li>To ensure that appropriate strategies are in place which enable STR workers to carry out the duties and responsibilities of their role, ensuring appropriate boundaries are understood by staff</li> <li>To regularly review the service offered by STR workers, to ensure consistency of standards, quality and effectiveness</li> </ul>	<p><b>HSC439 Contribute to the development of organisational policy and practice</b></p> <ul style="list-style-type: none"> <li><i>Contribute to identifying potential for organisational development</i></li> <li><i>Present information and ideas to contribute to organisational development</i></li> </ul>	HSC435 Manage the development and direction of provision	G6/ Level 3: Co-ordinate and delegate work and review people's performance	7. Providing Service User Centred Care



# Appendix C

## List of Core Tasks that apply to the STR role

### 1. Working with service users and carers

#### 1.1 General

- To act at all times in the best interests of service users within appropriate, transparent boundaries as part of a recovery orientated mental health service
- To be aware of any Advance Directives made by a service user in respect of their care and treatment
- To spend time, working flexibly with service users to address their identified concerns; priorities; and goals in respect of their health and social care needs
- To assist in delivering a high standard of support to service users and their carers, promoting their equality, dignity and mental well being at all times
- To enable service users to improve their physical health and well being
- To ensure that individuals are enabled to access appropriate advice, support and interventions, outside of the STR worker's role, area of knowledge and experience
- To enable people with mental health needs to develop coping strategies
- To be aware of any carers, family members and other support networks who are able to support or are in contact with a service user
- To facilitate service user and carer input into the development of best practice

#### 1.2 Communication

- To create an atmosphere where clients feel comfortable to talk about themselves and their emotions
- To establish and maintain good verbal and written communication and co-operation with service users and carers, other professionals; agencies; and external bodies. Develop and maintain communication with people about difficult matters and/or in difficult situations
- To set limits to relationships and communications as part of a professional relationship
- To promote effective communication and relationships with people who are troubled or distressed
- To establish and maintain working relationships with people who have difficulty in communicating
- To establish and maintain working relationships with people who lack trust and motivation

### 1.3 Engagement

- To develop a rapport based upon guidance and support but within appropriate and transparent boundaries behaving at all times so as to convey an attitude of respect and desire for an equal partnership
- To be responsible for building a rapport with service users which may entail working with them in a setting other than that of the team (eg. visiting service users in hospital)
- To establish, sustain and at the appropriate time, disengage from professional relationships with service users working at the service user's pace
- To provide advice and information to those who enquire about mental and physical health needs and related services
- To regularly work with people whose mental ill-health, perspectives and life experiences can cause them to be distressed
- To regularly work with people who are experiencing or have experienced often sad or upsetting personal and/or social situations
- To support service users who have difficult or potentially difficult relationships

### 1.4 Health promotion

- To provide, or assist service users to access, information on health promotion to include a healthy diet; smoking cessation; preventing substance misuse; and the importance of physical exercise
- To enable service users to recognise the importance of taking their prescribed medication
- To promote minimisation of harm to those engaged in substance misuse
- To support service users with shopping and in preparation of cooking meals, snacks and drinks as part of a healthy diet required
- To enable service users gain access to and use of leisure activities to include exercise and sporting and/or fitness facilities

### 1.5 Social inclusion

- To assist service users to participate in activities that are meaningful to them, while recognising and supporting personal choice
- To promote service users living independently within the community by maintaining extensive knowledge of and links with community resources. To actively support service users to use these resources, thereby countering discrimination and encouraging social inclusion
- To work with individuals to facilitate access and engagement in a range of leisure and other community based activities, working across boundaries of care and organisations
- To encourage service user and carer access to social, cultural and spiritual support networks in the community
- To enable service users to be equal members of society, supporting them in their social integration

### 1.6 Practical support

- To advise service users about who to go or speak to enable them to access and/or retain suitable accommodation or housing
- To offer guidance on employment and education opportunities
- To provide or assist service users to obtain and use effectively, appropriate financial support and information to include financial and budgeting skills (e.g. direct payments or individual budgets where appropriate)
- To enable service users and carers to access appropriate benefits and tax credits by referring them to agencies or workers where appropriate
- To ensure individuals are aware of their rights (with regard to housing, benefits, education and employment issues), obtain appropriate welfare benefits and housing and, where necessary, mediate and advocate on their behalf with the relevant agencies
- To enable service users to make use of appropriate public and other forms transport links such as purchase of tickets etc
- To provide regular and practical support to service users and their carers (as appropriate) in developing and managing independence and maintaining dignity and self respect e.g. use of physical aids for the elderly in conjunction with professional colleagues such as Occupational Therapists
- To provide support with “daily living” to individuals that might involve practical help, emotional/psychological support, assistance with any difficulties that may arise
- To empower service users to speak up for themselves and act as their own advocates

### 1.7 Access to health care

- To enable service users in gaining access to:
  - a pharmacist to include effective medicines management;
  - regular health checks (to include attendance for clinical tests where appropriate);
  - a dietitian, nutritionist and physiotherapist; and
  - a GP; dentist; optician; chiropodist

### 1.8 Care planning (Individual level)

- To enable service users to develop their care and recovery support plan and to attend relevant care planning meetings
- To work within an agreed care and recovery support plan and monitor and record an agreed plan of action, reviewing this as appropriate
- To enable service user involvement and active participation with the care and treatment as part of their care and recovery support plan
- To record unmet needs in respect of the service being offered
- To be responsible for providing links between the service user and their care and recovery support plan. This will include actively participating in and contributing to the review of the service users' care packages, as requested by the responsible care co-ordinator
- To enable service users in engaging effectively with the agreed Care Programme Approach (CPA) Care Plan and where appropriate, to access appropriate services provided on a regular and consistent basis
- To enable service users as they move through statutory services, working closely with other STR workers, to aid a smooth transfer of care from one part of the service to another

### 1.9 Relapse

- To help to identify early signs of relapse by monitoring the service users progress, level of functioning and mental state and alert the appropriate staff involved in the individual's care
- To assist in monitoring the person's progress, level of functioning and mental state and alerting appropriate people involved in the service user's care
- To continue to support through relapse

### 1.10 Recovery

- To actively listen to help the service user make sense of their mental health problems
- To help the service user identify and prioritise their personal goals for recovery
- To demonstrate a belief in the service user's existing strengths and resources in relation to the pursuit of these goals
- To pay particular attention to the importance of goals that take the service user out of the "sick role" and enables them to actively contribute to the lives of others
- To help identify non-mental health resources such as friends, contacts, support networks and organisations relevant to the achievement of their goals
- To encourage self management of mental health problems by providing information and reinforcing existing coping strategies

### 1.11 Abuse

- To recognise possible signs of abuse and to contribute to the protection of individuals and their families

## 2. Working within your organisation

### 2.1 Links with other organisations

- To develop good networks and positive working relationships with other organisations that are able to help individuals achieve their goals, including, GPs; housing and benefits agencies; vocational and employment specialists; colleges; training providers and voluntary agencies
- To liaise with and signpost to other agencies while adhering to confidentiality policies
- To liaise and work closely with the multi disciplinary teams and with other mental health professionals in all sectors
- To provide access to mainstream health and social care services
- To develop and sustain arrangements for joint working between workers and agencies
- To develop partnerships with statutory and voluntary organisations in the development of mental health services
- To work with NHS Trusts and other organisations as appropriate, to ensure a collaborative approach to the development and implementation of service initiatives

### 2.2 Care planning (organisational level)

- To ensure the CPA processes and procedures are adhered to where appropriate including attendance at CPA meetings/reviews as appropriate
- To be responsible for providing the link between the service user and their key worker as part of care plan
- To attend and participate in team/care plan review meetings as appropriate
- To provide feedback and participate in service reviews and developments
- To work closely with all Mental Health Teams, health and social care staff, care co-ordinators within the CPA and other colleagues working within multi-agency mental health services
- To work closely with care co-ordinators involved in the service users care

### 2.3 Service review and development

- To participate in the review of the service provided to service users overall by STR workers, and advise any changes to Senior STR worker/Senior Practitioner
- To help develop systems to monitor the delivery of services in line with service objectives and specifications
- To contribute to planning, delivering & monitoring interventions and/or treatments
- To contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals

### 2.4 Health and safety

- To monitor and maintain health, safety and security of self and others
- To adhere to the employers policies on Health and Safety; Lone Working; Vulnerable Adult; Infection Control; Management of Violence and Aggression; First Aid; Moving and Handling of service users etc
- To support positive risk taking, whether in the service users own accommodation; the wider community; or in hospital, in conjunction with service users, carers and support networks in full consultation with other members of the health and social care team as part of an agreed care plan

### 2.5 Administration and security of information

- To undertake administrative tasks including the maintenance and production of records, reports and statistics
- To maintain adequate records as required by existing policies and procedures, using appropriate paper and electronic systems. Entering appropriate details on the service users case notes as necessary
- To maintain confidentiality of information regarding service users; carers; and their families and friends at all times
- To provide and receive sensitive information in relation to people with a mental health problem as appropriate
- To use Information Technology such as computers, mobile phones and blackberries as appropriate in support of everyday practice and administration
- To be able to use appropriate forms of Information Technology to undertake the role of STR worker

## 3. Personal Development

- To demonstrate professional practice at all times, being non-judgemental, promoting equal opportunities; anti-discriminatory practice; and valuing diversity
- To maintain the quality of own work
- To be responsible for personal development, health and well-being agreed through the PDP process
- To contribute and participate in annual appraisal and personal development planning
- To attend relevant meetings, courses, seminars and so keep professionally up to date
- To undertake any training relevant to the role of STR worker
- To develop own knowledge, skills and practice and provide information to others to help their development
- To maintain knowledge and information resources and help others to access and use them
- To develop a knowledge and understanding of relevant legislation and policy drivers such as the Mental Health Act; Vulnerable Adult policy; the Children's Act; Valuing People; New Ways of Working etc and the implications of these to service users and carers
- To reflect upon and develop own practice using supervision and support

### 3. Personal Development (continued)

- To participate in individual and group supervision sessions with the team leader or designated supervisor in accordance with the agreed supervision policy
- To work autonomously but, as part of a team, be able to seek appropriate help and support when required
- To act as a mentor to new staff joining the service, where appropriate
- To manage a caseload in conjunction with their line manager and be responsible for own time management

### 4. Management of the Service

- To work together with STR workers, in consultation with others as appropriate, to identify their training needs as part of their annual performance review. To ensure STR workers undertake an appropriate package of training and education to meet their identified needs, and to participate in and be responsible for STR staff development
- To ensure STR workers undertake an appropriate package of learning and development to meet their identified needs and to participate in and be responsible for STR staff development
- To contribute to workshops or seminars applicable to the post holders experience/knowledge
- To be involved in the recruitment and induction of STR workers; to offer personal and observational supervision to them on a regular basis; to offer peer support and mentoring; and to undertake line management responsibilities for a team of STR workers
- To participate in the local induction process for new members of the team as and when required
- To provide leadership and support for STR workers employed in the area, regardless of who their employer is
- To provide peer support in dealing with the emotional distress that results from client contact, where appropriate
- To ensure that appropriate strategies are in place which enable STR workers to carry out the duties and responsibilities of their role, ensuring appropriate boundaries are understood by staff
- To regularly review the service offered by STR workers, to ensure consistency of standards, quality and effectiveness

# Appendix D

## The National Occupational Standards (NOS) that apply to the STR role

The purpose of National Occupational Standards is to help raise the standard of practice by providing a nationally recognised competence framework against which performance may be assessed.

NOS are statements of competence describing good practice that are written to help measure performance outcomes. Essentially, they are competences that describe what needs to happen in the workplace – not what people are like. They are a source of information to help people make informed decisions about:

- The demands of employment
- Good practice in employment
- The coverage and focus of services; and
- The structure and content of education and training and related qualifications.

<b>1. Working with service users and carers</b>
<b>1.1 General</b>
<b>HSC35 Promote choice, well-being and the protection of individuals</b> <ul style="list-style-type: none"><li>• <i>Develop supportive relationships that promote choice and independence</i></li><li>• <i>Respect the diversity and difference of individuals and key people</i></li><li>• <i>Contribute to the protection of all individuals</i></li></ul>
<b>HSC332 Support the social, emotional and identity needs of individuals</b> <ul style="list-style-type: none"><li>• <i>Work with individuals to identify their social, emotional and identity needs</i></li><li>• <i>Support individuals to develop and maintain self esteem and a positive self image</i></li><li>• <i>Support individuals to address changing social, emotional and developmental needs</i></li></ul>
<b>HSC382 Support individuals to prepare for, adapt to and manage change</b> <ul style="list-style-type: none"><li>• <i>Support individuals to prepare for change</i></li><li>• <i>Support individuals and key people to cope with and manage change</i></li><li>• <i>Support individuals to review the methods they have used to manage change</i></li></ul>



**HSC396 Enable people with mental health needs to develop coping strategies**

- *Support people with mental health needs to recognise the impact of their behaviour on others*
- *Work with people to develop alternative coping strategies*
- *Work with people to review the effectiveness of their coping strategies*

**HSC387 Work in collaboration with carers in the caring role**

- *Work with carers to identify their needs and preferences*
- *Work with carers to access resources, services, facilities and support groups*
- *Work with carers to review how well the services and facilities meet their needs*

**HSC389 Work with carers, families and key people to maintain contact with individuals**

- *Work with carers, families and key people to identify key relationships to be maintained and developed*
- *Work with carers, families and key people to support individuals*
- *Observe and support carers, families and key people when in contact with the individual*

**1.2 Communication**

**HSC31 Promote effective communication for and about individuals**

- *Identify ways to communicate effectively*
- *Communicate effectively on difficult, complex and sensitive issues*
- *Support individuals to communicate*
- *Update and maintain records and reports*

**HSC369 Support individuals with specific communication needs**

- *Identify specific communication needs and methods*
- *Support individuals, key people and others to communicate*
- *Observe and evaluate individual communication needs*

**1.3 Engagement**

**HSC233 Relate to, and interact with, individuals**

- *Identify individuals' relationship needs*
- *Develop effective relationships*
- *Monitor and alter relationships to meet changing needs*

### **HSC419 Provide advice and information to those who enquire about mental health needs and related services**

- *Determine individual's requirements for advice and information about mental health needs and related services*
- *Provide advice and information about mental health needs and related services*

### **HSC226 Support individuals who are distressed**

- *Identify aspects of individuals lives that may cause distress*
- *Work with individuals and others to deal with their distress*
- *Support individuals through periods of stress and distress*

### **HSC356 Support individuals to deal with relationship problems**

- *Support individuals to assess relationship problems*
- *Support individuals to overcome relationship problems*
- *Work with individuals to evaluate relationship issues, problems and support*

## **1.4 Health promotion**

### **HSC3103 Contribute to raising awareness of health issues**

- *Work with others to identify health issues which affect individuals*
- *Assist in planning and implementing activities to raise awareness of health issues*
- *Evaluate, with others, the effectiveness and impact of the awareness raising*

### **HSC3112 Support individuals to identify and promote their own health and social well-being**

- *Support individuals to identify aspects of their lives and environment that can affect their health and social well being*
- *Support individuals to select positive options to promote their own health and wellbeing*
- *Support individuals to review their selected options*

### **HSC362 Recognise indications of substance misuse and refer individuals to specialists**

- *Recognise indications of substance misuse*
- *Refer individuals with indications of substance misuse to specialists*

### **HSC365 Raise awareness about substances, their use and effects**

- *Identify individuals' knowledge and values about substances, their use and effects*
- *Increase individuals' knowledge and understanding of substances, their use and effects*

**HSC29 Support individuals to meet their domestic and personal needs**

- *Support individuals to obtain, prepare and store food that meets their nutritional and dietary requirements*
- *Support individuals to identify and obtain household and personal goods*
- *Support individuals to keep their home healthy, safe and secure*

**HSC210 Support individuals to access and participate in recreational activities**

- *Support individuals to identify their recreational interests and preferences*
- *Encourage and support individuals to participate in recreational activities*
- *Encourage and support individuals to review the value of the recreational activities*

**1.5 Social inclusion**

**HSC331 Support individuals to develop and maintain social networks and relationships**

- *Support individuals to identify their needs for, and from, contacts, social networks and relationships*
- *Support individuals to maintain supportive relationships*
- *Support individuals to develop new social networks and relationships*

**HSC3102 Work with community networks and partnerships**

- *Identify the potential for being involved in community networks*
- *Participate effectively as a member of community networks*
- *Provide information to inform practice*

**HSC3116 Contribute to promoting a culture that values and respects the diversity of individuals**

- *Contribute to identifying methods and processes that ensure each individual is valued and respected*
- *Contribute to implementing methods and processes that encourage individuals to value and respect each other*
- *Identify and use the life experience of individuals as a resource to promote a culture that values and respects everyone*

**1.6 Practical support**

**HSC349 Enable individuals to access housing and accommodation**

- *Support individuals to identify and access housing and accommodation services*
- *Support housing and accommodation services to meet the needs of individuals*

### **HSC383 Prepare and support individuals to move and settle into new living environments**

- *Support individuals to prepare to move into new living environments*
- *Support individuals to settle into their living environment*
- *Support individuals to review the impact of the new environment on their well being*

### **HSC347 Help individuals access employment**

- *Work with individuals to identify their needs and preferences about employment*
- *Help individuals to identify and seek employment opportunities*
- *Support individuals to prepare for employment interviews and work*

### **HSC348 Help individuals to access learning, training and development**

- *Work with individuals to identify their needs and preferences about opportunities for them to learn and develop*
- *Support individuals to prepare for and undertake learning, training and development opportunities*
- *Support individuals to prepare for employment interviews and work*

### **HSC345 Support individuals to manage their financial affairs**

- *Work with individuals to access information and advice about their financial affairs*
- *Support individuals to manage and monitor their financial affairs*

### **HSC346 Support individuals to manage direct payments**

- *Work with individuals to access information and advice about direct payments*
- *Help individuals to manage and monitor their use of direct payments*

### **HSC28 Support individuals to make journeys**

- *Support individuals to plan journeys*
- *Accompany individuals on journeys*

### **HSC343 Support individuals to live at home**

- *Support individuals to identify their personal, physical and safety needs to enable them to live at home*
- *Work with individuals to identify and access additional support and resources*
- *Work with individuals to review their needs and identify changes necessary to enable them to live at home*

**HSC344 Support individuals to retain, regain and develop the skills to manage their lives and environment**

- *Support individuals to identify the skills they need to manage their lives and environment*
- *Support individuals to retain, regain and develop the identified skills*
- *Support individuals to evaluate the use of the skills in managing their lives and environment*

**HSC366 Support individuals to represent their own needs and wishes at decision making forums**

- *Support individuals to identify and access information to enable them to represent their own needs and wishes*
- *Support individuals to plan, prepare and present their needs and wishes*
- *Support individuals to review their experiences and the outcomes*

**1.7 Access to health care****HSC330 Support individuals to access and use services and facilities**

- *Support individuals to identify services and facilities they need*
- *Enable individuals to select, access and use services and facilities*
- *Enable individuals to evaluate services and facilities*

**1.8 Care planning (Individual level)****HSC328 Contribute to care planning and review**

- *Contribute to assessing the needs and preferences of individuals*
- *Support the development and implementation of care plans*
- *Contribute to reviewing care plans*

**HSC352 Support individuals to continue therapies**

- *Identify the support and skills you need to enable individuals to continue therapies*
- *Encourage individuals to complete activities identified by therapist*
- *Observe and evaluate effects of therapies on individuals*

**HSC386 Assist in the transfer of individuals between agencies and services**

- *Support individuals as they prepare for transfer*
- *Make agency preparations for individuals' transfer*
- *Supervise individuals' during transfer*

<b>1.9 Relapse</b>
<b>SfH FMH18 Respond to potential crisis and relapse for an individual in the community</b> <ul style="list-style-type: none"><li>• <i>Dealing with the contingencies that occur, such as using a relapse prevention plan and how a crisis is to be dealt with as part of the Care Programme Approach</i></li></ul>
<b>1.10 Recovery</b>
<b>SfH MH94 Enable people to recover from distressing mental health experiences (draft in development)</b> <ul style="list-style-type: none"><li>• <i>Enabling individuals to recover from distressing mental health experiences through the acquisition of recovery based knowledge, practice and skills as part of a Personal Recovery or Wellness Recovery Action Plan (WRAP)</i></li></ul>
<b>1.11 Abuse</b>
<b>HSC335 Contribute to the protection of individuals from harm and abuse</b> <ul style="list-style-type: none"><li>• <i>Recognise and report on factors that may cause danger, harm and abuse</i></li><li>• <i>Contribute to minimising the effects of dangerous, harmful and abusive behaviour and practices</i></li><li>• <i>Respond to and report on suspicions of harm and abuse</i></li></ul>
<b>HSC395 Contribute to assessing and act upon risk of danger, harm and abuse</b> <ul style="list-style-type: none"><li>• <i>Contribute to assessing the risk of danger, harm and abuse</i></li><li>• <i>Contribute to minimising the effects of immediate danger, harm and abuse</i></li><li>• <i>Support individuals to review situations and actions after the immediate risk has passed</i></li></ul>
<b>2. Working within your organisation</b>
<b>2.1 Links with other organisations</b>
<b>HSC399 Develop and sustain effective working relationships with staff in other agencies</b> <ul style="list-style-type: none"><li>• <i>Develop effective working relationships with staff in other agencies</i></li><li>• <i>Sustain effective working relationships with staff in other agencies</i></li></ul>
<b>HSC433 Develop joint working agreements and practices and review their effectiveness</b> <ul style="list-style-type: none"><li>• <i>Establish requirements for joint working</i></li><li>• <i>Agree and review joint working agreements and practices</i></li><li>• <i>Identify and work within the boundaries, roles and responsibilities of joint working agreements and practices</i></li></ul>

## 2.2 Care planning (organisational level)

### HSC3100 Participate in inter-disciplinary team working to support individuals

- *Participate in inter-disciplinary team working to support individuals and others to assess individuals' needs*
- *Participate in inter-disciplinary team working to support individuals and others to plan and implement individualised care packages*
- *Participate in inter-disciplinary team working to support individuals and others to evaluate individualised care packages*

## 2.3 Service review and development

### HSC329 Contribute to planning, monitoring and reviewing the delivery of service for individuals

- *Contribute to planning the delivery of service for individuals*
- *Contribute to monitoring the delivery of service for individuals*
- *Contribute to reviewing the delivery of service for individuals*

### HSC3111 Promote the equality, diversity, rights and responsibilities of individuals

- *Promote the rights and interests of individuals*
- *Promote the equal treatment of individuals*
- *Promote the individuals' confidence in you and your organisation*

## 2.4 Health and safety

### HSC32 Promote, monitor and maintain health, safety and security in the working environment

- *Monitor and maintain the safety and security of the working environment*
- *Promote health and safety in the working environment*
- *Minimise risks arising from emergencies*

## 2.5 Administration and security of information

### HSC3115 Receive, analyse, process, use and store information

- *Analyse, prioritise and process information*
- *Access and use information to make decisions*
- *Record, store and share information*

### **HSC26 Support individuals to access and use information**

- *Support individuals to identify information to meet their needs*
- *Enable individuals to access, select and use information*
- *Enable individuals to evaluate the information*

### **CfA 220 Operate office equipment**

- *Operate a range of office equipment to carry out administrative tasks*

### **CfA 212 Use of IT systems 2**

- *Set up and use different types of hardware, access data from different storage media networks and know how to avoid common security risks and restrict access to software and data*

## **3. Personal Development**

### **HSC33 Reflect on and develop your practice**

- *Reflect on your own practice*
- *Take action to enhance your practice*

### **HSC3119 Promote the values and principles underpinning best practice**

- *Review and update your knowledge of the values, policy and procedural frameworks underpinning best practice*
- *Work within the principles and values underpinning best practice*
- *Challenge poor practice and be open to challenge by others*

### **SfH GEN36 Make use of supervision**

- *This is about making use of a supervisor and supervisory sessions to enable you to develop your professional competence and work with individuals reliably, consistently, effectively, ethically and safely. Your supervisor may be internal or external to your agency, and may be an experienced practitioner working in a similar position to yourself.*

### **HSC3121 Contribute to promoting the effectiveness of teams**

- *Contribute to developing effective team practice*
- *Support team members to contribute to and fully participate in the team activities*
- *Work within the team to promote its effectiveness*



**HSC244 Manage and organise time and activities to support individuals in the community**

- *Identify and organise time to enable you to complete work for individuals*
- *Balance your own duties and responsibilities with the individuals' needs and preferences*
- *Identify and report risks and changes in individuals' needs and preferences*

**4. Management of the Service**

**HSC43 Take responsibility for the continuing professional development of self and others**

- *Take responsibility for own personal and professional development*
- *Contribute to the personal and professional development of others*

**HSC444 Contribute to the selection, recruitment and retention of staff to develop a quality service**

- *Identify requirements for staff selection*
- *Contribute to the recruitment of staff in accordance with legal, regulatory and service guidance*
- *Ensure recruitment of suitable staff to meet the needs of the service*
- *Contribute to staff retention policies and practice*

**HSC451 Lead teams to support a quality provision**

- *Establish effective working relationships with team members*
- *Establish and support team members to carry out their work activities, roles and responsibilities*
- *Assess and provide feedback on individual and team performance*

**HSC446 Manage a dispersed workforce to meet the needs and preferences of individuals at home**

- *Manage the work of staff in an individual' home*
- *Supervise and support staff to ensure that health and care services and meeting individual needs and preferences*
- *Respond to day-to-day changes and emergencies*

**HSC439 Contribute to the development of organisational policy and practice**

- *Contribute to identifying potential for organisational development*
- *Present information and ideas to contribute to organisational development*

# Appendix E

## Building a Role Profile

### What is a role profile?

1.1 A role profile is a group of competences that describe the requirements of a specific job that helps individuals to focus on the competences that are most important to their particular role.

### Developing a role profile

2.1 Not all the NOS listed in Appendix D will apply to all STR workers in all circumstances. The list should be adapted and used to fit local circumstances and appropriate employment arrangements. This can be done electronically by using the Role Profile Tool on the Skills for Health web site at [www.skillsforhealth.org.uk/page/competences-application-tools](http://www.skillsforhealth.org.uk/page/competences-application-tools)

2.2 Some examples of where NOS are used selectively within role profiles are as follows:-

- NOS HSC 347 and 348 are about helping people to access employment, learning, training and development. These will probably not be applicable for those STR workers who are employed in older people's mental health services
- NOS HSC 362 and 365 are about substance misuse which some STR workers may not come into contact with
- NOS HSC43, HSC444, HSC451, HSC456 and HSC439 are about the management of the STR service. Typically, these will only apply to the more senior STR workers with management responsibilities.

2.3 By developing a role profile, in conjunction with their manager, it enables each STR worker:-

- to clearly identify (and limit) those NOS that apply to his or her particular role and service setting;
- to be clear about what standards they are expected to work to;
- to help identify their L&D needs as part of an annual appraisal; and
- for the service users they come into contact with, to be clear about what their STR worker should deliver.

### Most important NOS

3.1 Attendees at the four STR workshops (see paragraph 5.6 in the main text) were asked to identify the NOS they felt were most important to their role. The NOS most frequently selected are shown below. The first 16 all support the recovery process. Number 17 – “MH 94 Enable people to recover from distressing mental health experiences” – is currently a draft NOS in development and number 18 is a reflection of the STR workers desire to reflect and develop their own practice.

3.2. These NOS reflect the importance of empowerment of service users by encouraging insight; promoting personal responsibility; developing resilience; confidence; and self-esteem.

3.3 This list of the most important NOS is very interesting because they emphasise the provision of emotional support rather than help with practical tasks. This outcome exactly mirrors the earlier evaluation findings undertaken by the Cornwall NHS Trust as summarised on page 42 of the STR Handbook. That evaluation found that “while

help and support with practical tasks were of benefit, being listened to and having emotional support were of greater value”. It is significant that the four workshops came to their view quite independently of the Cornwall study.

1	HSC3112	Support individuals to identify and promote their own health and social wellbeing
2	HSC35	Promote choice, wellbeing and the protection of individuals
3	HSC396	Enable people with mental health needs to develop coping strategies
4	HSC331	Support individuals to develop and maintain social networks and relationships
5	HSC31	Promote effective communication for and about individuals
6	HSC332	Support the social, emotional and identity needs of individuals
7	HSC226	Support individuals who are distressed
8	HSC343	Support individuals to live at home
9	HSC344	Support individuals to retain, regain and develop the skills to manage their lives and environment
10	HSC382	Support individuals to prepare for, adapt to and manage change
11	SfH FMH18	Respond to potential crisis and relapse for an individual in the community
12	HSC3111	Promote the equality, diversity, rights and responsibilities of individuals
13	HS233	Relate to, and interact with, individuals
14	HSC3102	Work with community networks and partnerships
15	HSC335	Contribute to the protection of individuals from harm and abuse
16	HSC328	Contribute to care planning and review
17	SfH MH 94	Enable people to recover from distressing mental health experiences
18	HSC33	Reflect on and develop your practice

# Appendix F

## The NHS Knowledge and Skills Framework

The NHS Knowledge and Skills Framework is an organisational tool for describing the knowledge and skills staff need to apply at work in the NHS in order to deliver high quality services.

It is made up of 30 dimensions that identify broad functions, required by the NHS to enable it to provide a good quality of service to the public. Each of the 30 dimensions has 4 levels with level 1 describing a limited delivery of the dimension (eg communication with a limited range of people on day to day matters) moving progressively upwards to the highest level 4, describing the most comprehensive delivery of the dimension. (eg develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations).

Six of the dimensions are core which means that they are relevant to every post in the NHS. The **core dimensions** are:

- 1 Communication
- 2 Personal and people development
- 3 Health, safety and security
- 4 Service improvement
- 5 Quality
- 6 Equality and diversity

The other 24 dimensions are specific – they apply to some but not all jobs in the NHS. **The specific dimensions** are grouped into themes as shown below.

### Health and wellbeing

- HWB1 Promotion of health and wellbeing and preventions of adverse effects to health and wellbeing
- HWB2 Assessment and care planning to meet health and wellbeing needs
- HWB3 Protection of health and wellbeing
- HWB4 Enablement to address health and wellbeing needs
- HWB5 Provision of care to meet health and wellbeing needs
- HWB6 Assessment and treatment planning
- HWB7 Interventions and treatments
- HWB8 Biomedical investigation and intervention
- HWB9 Equipment and devices to meet health and wellbeing needs
- HWB10 Products to meet health and wellbeing needs

**Estates and facilities**

- EF1 Systems, vehicles and equipment
- EF2 Environments and buildings
- EF3 Transport and logistics

**Information and knowledge**

- IK1 Information processing
- IK2 Information collection and analysis
- IK3 Knowledge and information resources

**General**

- G1 Learning and development
- G2 Development and innovation
- G3 Procurement and commissioning
- G4 Financial management
- G5 Services and project management
- G6 People management
- G7 Capacity and capability
- G8 Public relations and marketing

# Appendix G

## The Ten Essential Shared Capabilities

The purpose of the Ten Essential Shared Capabilities is to set out the shared or common capabilities that all staff working in mental health services, whether professionally qualified or not, across health and social care should achieve as a minimum as part of their pre-qualifying training.

They describe the underpinning values and principles required to deliver appropriate and effective services for people with mental health problems.

- 1. Working in Partnership.** Developing and maintaining constructive working relationships with service users, carers, families, colleagues, lay people and wider community networks. Working positively with any tensions created by conflicts of interest or aspiration that may arise between the partners in care.
- 2. Respecting Diversity.** Working in partnership with service users, carers, families and colleagues to provide care and interventions that not only make a positive difference but also do so in ways that respect and value diversity including age, race, culture, disability, gender, spirituality and sexuality.
- 3. Practicing Ethically.** Recognising the rights and aspirations of service users and their families, acknowledging power differentials and minimising them whenever possible. Providing treatment and care that is accountable to service users and carers within boundaries prescribed by national (professional), legal and local codes of practice.
- 4. Challenging Inequality.** Addressing the causes and consequences of stigma, discrimination, social inequality and exclusion on service users, carers and mental health services. Creating, developing or maintaining valued social roles for people in communities they come from.
- 5. Promoting recovery.** Working in partnership to provide care and treatment that enables service users and carers to tackle mental health problems with hope and optimism and to work towards a valued life-style within and beyond the limits of any mental health problem.
- 6. Identifying People's Needs and Strengths.** Working in partnership to gather information to agree health and social care needs in the context of the preferred lifestyle and aspirations of service users, their families, carers and their friends.
- 7. Providing Service User Centred Care.** Negotiating achievable and meaningful goals, primarily from the perspective of service users and their families. Influencing and seeking the means to achieve these goals and clarifying the responsibilities of the people who will provide any help that is needed, including systematically evaluating outcomes and achievements.
- 8. Making a Difference.** Facilitating access to and developing the best quality, evidence based, values based health and social care interventions to meet the needs and aspirations of service users and their families and carers.
- 9. Promoting Safety and Positive Risk Taking.** Empowering the person to decide the level of risk they are prepared to take with their health and safety. This includes working with the tension between promoting safety and positive risk taking, including accessing and dealing with possible risks for service users, carers, family members, and the wider public.
- 10. Personal Development and Learning.** Keeping up to date with changes in practice and participating in life long learning, personal and professional development for one's self and colleagues through supervision, appraisal and reflective practice.

# Appendix H

## List of abbreviations

CPA	Care Programme Approach
CSIP	Care Services Improvement Partnership
CWP	Changing Workforce Programme
ESC	(Ten) Essential Shared Capabilities
H&SC	Health and Social Care
KSF	Knowledge and Skills Framework
L&D	Learning and Development
NIMHE	National Institute for Mental Health England
NOS	National Occupational Standards
NWP	National Workforce Programme
PDP	Personal Development Plan
SfH	Skills for Health
STR	Support, Time and Recovery
WRAP	Wellness, Recovery Action Plan



© Crown copyright 2008

288773 June 08

Produced by COI for the Department of Health  
[www.dh.gov.uk/publications](http://www.dh.gov.uk/publications)



**50% recycled**  
This is printed on  
50% recycled paper