

DK41 04 (HSC35) Promote choice, well-being and the protection of all individuals

Elements of competence

HSC35.1	Develop supportive relationships that promote choice and independence
HSC35.2	Respect the diversity and difference of individuals and key people
HSC35.3	Contribute to the protection of all individuals

About this Unit

For this Unit you are expected to protect individuals whilst respecting their diversity, difference, preferences and choice.

Scope

The scope is here to give you guidance on possible areas to be covered in this Unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisation and legal procedures; putting undue pressure on individuals.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

Harm and abuse within this unit will cover: neglect; physical, emotional and sexual abuse; bullying; self harm; reckless behaviour.

Key people include: family; friends; carers; others with whom the individual has a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self harm; bullying; abuse; reckless behaviour.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this Unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this Unit have been derived from the key purpose statement¹, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They are embedded in this Unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

¹ The key purpose identified for those working in health and social care settings is “to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care”

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
<p>Simulation:</p> <ul style="list-style-type: none"> Simulation is NOT permitted for any part of this unit.
<p>The following forms of evidence ARE mandatory:</p> <ul style="list-style-type: none"> Direct Observation: Your assessor must observe you in real work activities which will provide evidence for a significant amount of the performance criteria for most of the elements in this unit. For example ensuring that you have supported individuals to communicate their views and preferences in health and safety issues, that you treat individuals with dignity and respect and that you are able to demonstrate good working relationships. Reflective Account/professional discussion: You should describe your actions in a particular situation and explain why you did things. For example you could write or talk to your assessor about how you discussed an individual's care needs with them and ensured that their wishes were respected and how this information was passed on to other key people.
<p>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</p> <ul style="list-style-type: none"> Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor or expert witness may also ask questions to clarify aspects of your practice. Witness testimony: Can be a confirmation/authentication of the activities described in your evidence which your assessor has not seen. This could be provided by a work colleague or an individual receiving care. Products: Product evidence will be important for this unit, where you have written a report, for example, a care plan or a review meeting your assessor may be able to use this as evidence for your SVQ. These may also be assignments/projects: You may have been on a course, for example, Care Planning, Key Working, Risk Assessment or an essay from your HNC in Social Care and have completed some assessment at the end of the course which you may be able to use as evidence of knowledge.
GENERAL GUIDANCE
<ul style="list-style-type: none"> Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. Evidence must be provided for ALL of the performance criteria, ALL of the knowledge and the parts of the scope that are relevant to your job role. The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for. All evidence must relate to your own work practice.

This is a mandatory unit and as such Direct Observation MUST be carried out by an assessor. Expert Witnesses could supply additional evidence.

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Values	
1 Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality and sharing of information.	
2 How to provide active support and place the preferences and best interest of individuals at the centre of everything you do.	
3 Dilemmas between: (a) individuals’ rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection (b) individuals’ views, preferences and expectations and how these can and are being met (c) your own values and those of the individuals and key people (d) your own professional values and those of others within and outside your organisations	
4 How to work in partnership with individuals, key people and those within and outside your organisation to enable the individuals’ needs, wishes and preferences to be met.	
5 Methods that are effective: (a) in promoting equality and diversity (b) when dealing with and challenging discrimination	
Legislation and organisational policy and procedures	
6 Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting individuals and key people, taking account of their views and preferences and protecting them from danger, harm and abuse.	
7 Current local UK legislation and organisational requirements, procedures and practices for: (a) data protection, including recording, reporting, storage, security and sharing of information (b) health and safety (c) risk assessment and management (d) dealing with comments and complaints (e) the protection of yourself, individuals, key people and others from danger, harm and abuse (f) working with others to provide integrated services	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
8 Practice and service standards relevant to your work setting and relating to valuing and respecting individuals and key people, taking account of their views and preferences and protecting them from danger, harm and abuse.	
9 How to access records and information on the needs, views and preferences of individuals and key people.	
10 The purpose of, and arrangements for your supervision and appraisal.	
Theory and practice	
11 How and where to access information and support that can inform your practice relating to valuing and respecting people, taking account of their views and preferences and protecting them from danger, harm and abuse.	
12 Theories relevant to the individuals with whom you work, about: (a) human growth and development (b) identity and self-esteem (c) loss and change (d) power and how it can be used and abused	
13 The effects of stress and distress.	
14 Role of relationships and support networks in promoting the well-being of individuals.	
15 Factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people with whom you work.	
16 Methods of supporting individuals to: (a) express their needs and preferences (b) understand and take responsibility for promoting their own health and care (c) identify how their care needs should be met (d) assess and manage risks to their health and well-being	
17 Factors that may lead to danger, harm and abuse.	
18 How to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse.	
19 Signs and symptoms of danger, harm and abuse.	
20 Correct actions to take when you suspect danger, harm and abuse or where it has been disclosed.	
21 The type of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence.	
22 Methods that are effective in forming, maintaining and ending relationships with individuals and key people.	
23 Different ways of communicating with individuals, families, carers, groups and communities about choice, well-being and protection.	

HSC35.1 Develop supportive relationships that promote choice and independence

Performance criteria		DO	RA	EW	Q	P	WT
		1	You develop and maintain relationships that promote the views, preferences and independence of individuals and key people .				
2	You support individuals to communicate their views and preferences regarding their current and future health and well-being needs and priorities.						
3	You work with individuals to identify the care and support: (a) they can and wish to undertake themselves (b) that can be provided through the individual's support networks (c) that needs to be provided by yourself and others within and outside your organisation						
4	You provide active support to meet the holistic needs and preferences of individuals.						
5	You carry out the activities for which you are responsible in ways that: (a) promote individuals' rights and preferences (b) complement and support the activities of individuals, key people and others within and outside your organisation						
6	You support the rights of individuals and key people to access information and resources to meet their needs and preferences.						
7	You work to resolve conflicts, seeking additional support and advice in areas that are outside your competence to deal with.						
8	You support and respond appropriately to individuals and key people making comments and complaints about their care.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

HSC35.2 Respect the diversity and difference of individuals and key people

Performance criteria		DO	RA	EW	Q	P	WT
		1	You respect the dignity and privacy of individuals and key people.				
2	You treat and value each person as an individual and ensure that the support you give takes account of their needs and preferences.						
3	You work with individuals and key people in ways that provide support that is consistent with individuals' beliefs, culture, values and preferences.						
4	You provide active support to enable individuals to participate in activities and maintain their independence.						
5	You support others with whom you work, to work in ways that: (a) recognise and respect individuals' beliefs and preferences (b) take account of individuals' preferences in everything they do (c) acknowledge and respect diversity and difference						
6	You reflect on, and challenge: (a) your own assumptions, behaviour and ways of working (b) the assumptions of others, their behaviour and ways of working (c) procedures, practices and information that are discriminatory						
7	You seek advice when you are having difficulty promoting equality and diversity.						

HSC35.3 Contribute to the protection of all individuals

Performance criteria		DO	RA	EW	Q	P	WT
		1	You use all available information to identify the risks of actual and likely danger, harm and abuse for individuals, key people and others with whom you work.				

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Q = Questions
WT = Witness Testimony

HSC35.3 Contribute to the protection of all individuals (cont)

Performance criteria		DO	RA	EW	Q	P	WT
		2	You ensure that: (a) your own practice and actions are sensitive to situations, issues and behaviour that may lead to the danger, harm and abuse of individuals and key people (b) you provide necessary protection for individuals, balancing their rights and those of key people, and taking account of any restrictions placed upon anyone (c) you recognise and challenge dangerous, abusive, discriminatory or exploitative behaviour appropriately				
3	You recognise signs and symptoms of danger, harm and abuse and use your organisation's systems and procedures to report these.						
4	You develop relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution.						
5	You respond appropriately to disclosures of risk of danger, harm and abuse, avoiding actions that could adversely affect the use of evidence in future investigations and court.						
6	You support individuals and key people to understand your responsibilities to: (a) pass on information about actual and likely danger, harm and abuse (b) protect them and others from danger, harm and abuse						
7	You use supervision and support to enable you to cope with your thoughts and feelings about any suspected and/or disclosed danger, harm and abuse.						
8	You complete accurate, timed and dated records and reports, on suspicions of danger, harm and abuse: within confidentiality agreements (a) according to legal and organisational requirements (b) that avoid statements that could adversely affect the use of evidence in future investigations and court						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: