

H5P6 04 (SCDHSC0233) — Develop Effective Relationships With Individuals

Overview

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

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Appropriate people may include your line manager; professionals; specialists.

To **communicate** may include using the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication.

The **individual** is the person you support or care for in your work.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 23 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Identify individuals' preferences and needs regarding your relationship with them

	Performance Criteria	Evidence Number where this criteria has been met
1	Identify any issues that you need to take into account when forming a relationship with an individual .	
2	Support the individual to communicate their wishes and needs about the relationship they wish to have with you.	
3	Make clear to the individual the boundaries of your job role.	
4	Support the individual to understand how much time you can spend with them.	
5	Agree with the individual the type of relationship you are able to have with them, taking account of your role and the tasks you will be undertaking.	
6	Identify potential areas of conflict and report these to the appropriate people .	
7	Treat information about the individual confidentially in accordance with legal and working setting requirements.	

Develop effective relationships

	Performance Criteria	Evidence Number where this criteria has been met
8	Develop relationships with the individual and key people that balance the individual's wishes and needs with the requirements of your job.	
9	Listen to the individual and show that you have heard and taken account of their views.	
10	Respect the individual's views, expertise and experience.	
11	Ensure that you treat the individual fairly and do not discriminate against or disadvantage them in any way.	
12	Develop the trust of the individual by being honest about what service you can and cannot provide and any legal and work setting requirements.	
13	Make clear to the individual how information about them may be shared with key people and others .	
14	Interact with the individual in ways that enable them to be involved in planning, implementing and reviewing the service you are providing.	
15	Work with the individual to resolve any conflicts in the relationship and agree a way forward.	
16	Report any relationship issues in accordance with legal and work setting requirements.	

Adjust relationships to meet changing circumstances

	Performance Criteria	Evidence Number where this criteria has been met
17	Support the individual, key people and others to identify any changes needed in your relationship with the individual and the reasons for this.	
18	Identify when changes in your relationship with the individual might cause conflict and distress.	
19	Work with the individual, key people and others to make relationship changes, which may include ending the relationship.	
20	Support the individual and key people to understand any changes that are being made, the reasons for them and what the changes may mean for them.	
21	Deal sensitively with changes in your relationship with the individual that may cause conflict and distress.	
22	Make changes to the relationship taking account of any disruption this may cause to the individual and key people and to the activities you undertake with them.	
23	Report changes made and any effect this might have on the individual in accordance with legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 47 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct individuals' rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	Your own background, experiences and beliefs that may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred working and the importance of knowing and respecting each person as an individual.	
15	The prime importance of the interests and wellbeing of the individual.	
16	The individual's cultural and language context.	
17	How to work in ways that build trust with people.	
18	How to work in ways that support the active participation of individuals in their own care and support.	
19	How to work in ways that respect individuals' dignity, personal beliefs and preferences.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
20	How to work in partnership with people.	
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of individuals you care for or support.	
24	How these affect individuals and how they may affect different individuals differently.	
25	The main stages of human development.	

Communication

26	Factors that can have a positive or negative effect on the way people communicate.	
27	Different methods of communicating.	

Personal and professional development

28	Why it is important to reflect on how you do your work.	
29	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
30	Your work setting policies and practices for health, safety and security.	
31	Practices that help to prevent and control infection in the context of this standard.	

Safe-guarding

32	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
33	Signs and symptoms of harm or abuse.	
34	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
35	What to do if you have reported concerns but no action is taken to address them.	

Handling information

36	Legal requirements, policies and procedures for the security and confidentiality of information.	
37	Work setting requirements for recording information and producing reports including the use of electronic communication.	
38	What confidentiality means.	
39	How to maintain confidentiality in your work.	
40	When and how to pass on information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
41	Factors and conditions that may affect the type of relationship that you can have with individuals.	
42	How to identify key changes in the conditions and circumstances of individuals.	
43	The actions to take when you identify key changes in the conditions and circumstances of individuals.	
44	How to form, maintain and disengage from relationships with individuals.	
45	The communication and listening skills necessary to relate to and interact effectively with individuals.	
46	How to monitor and make changes to relationships that will cause the minimum disruption.	
47	Barriers to relationships and effective interactions, generally and specifically with the individuals with whom you work.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	