

H5PF 04 (SCDHSC0245) — Receive Visitors in Health and Social Care Settings

Overview

This standard identifies the requirements when receiving visitors in health and social care settings. This includes receiving visitors and supporting them during their visit to individuals. It also includes monitoring the activities of visitors and taking action to control or remove them where necessary.

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.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or 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, medium term or longer term.

Harm and abuse may include neglect; physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behavior.

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

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

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Preparations may include security, signposting, car parking, preparation of equipment and aids to enable individuals to communicate.

To report may include making verbal reports or completing written records within confidentiality agreements and must follow legal and work setting requirements

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage and destruction to the environment and goods; the possibility of injury and harm to people.

Visitors may include family, friends, carers, others with whom individuals have a supportive relationship, people outside your work setting who provide specialist health and care services to support the needs of individuals.

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 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 24 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.

Receive visitors according to work setting requirements and procedures

	Performance Criteria	Evidence Number where this criteria has been met
1	Make any preparations required to ensure the area is safe and ready to receive visitors .	
2	Greet visitors courteously.	
3	Communicate with the visitors appropriately to ascertain the purpose of their visit.	
4	Make any necessary security checks to ensure that each visitor has a right to enter.	
5	Where a visitor does not have the right to enter, explain why, referring them to others when appropriate.	
6	Identify any help that the visitors may need to enable them to visit the individual .	
7	Identify any help the visitors may need to communicate with the individual.	
8	Encourage visitors who are in the wrong place to leave.	
9	Where necessary summon others to help you ensure that visitors who are in the wrong place do leave.	

Support individuals and their visitors during a visit

	Performance Criteria	Evidence Number where this criteria has been met
10	Support the individual to receive the visitors and to help make them comfortable during their visit.	
11	Encourage the visitors to respect the wishes of the individual.	
12	Provide any support required by the visitors according to their own needs and work setting policies and procedures .	
13	Support the visitors to understand and comply with legal and work setting requirements that apply to them.	
14	Ensure that any information you give to visitors is accurate and takes account of confidentiality, legal and work setting requirements.	
15	Refer the visitors to others when you are not able to answer their questions.	
16	Take appropriate action to ensure that visitors, the individual and others are protected from danger, harm and abuse during the visit.	

Take action to control the activities of visitors where necessary

	Performance Criteria	Evidence Number where this criteria has been met
17	Explain to visitors the standards of behaviour that are acceptable in the setting.	
18	Monitor the actions and activities of visitors.	
19	Identify actions and activities that may cause a threat.	
20	Where necessary take preventative action to minimise damage and the risk of danger, harm and abuse.	
21	Take appropriate action to manage the situation to protect the setting, yourself and others who are potentially at risk.	
22	Where necessary remove the visitors from the premises safely and in accordance with legal and work setting requirements.	
23	Seek extra help when you are not able to deal with the situation.	
24	Report immediately to relevant people and agencies the details of incidents involving visitors.	

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 50 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 human rights.	
2	Your role 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 your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual.	
15	The prime importance of the interests and wellbeing of children and young people.	
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	Principles for working with, welcoming and dealing with visitors.	
42	Types of preparation required for the arrival of visitors.	
43	Sources and types of written information which might be appropriate for different visitors.	
44	How to offer help to visitors in a way which is not over-bearing or condescending.	
45	The affect visitors may have on the health, social or care setting and the threats they may cause.	
46	Factors that may cause individuals distress, prior to, during and after visits.	
47	How to recognise those visitors who should not be present and how to deal with them in a constructive and firm way.	
48	Signs of potentially disruptive behaviour and why this may occur.	
49	Preventive actions that can be taken, when it may be best to intervene, the risks inherent in different forms of intervention.	
50	Legal and work setting requirements for reporting incidents involving visitors.	

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	