

## **H5SH 04 (SCDHSC0349) — Support Individuals To Access Housing and Accommodation Services**

### **Overview**

This standard identifies the requirements when you support individuals to access housing and accommodation and any related services. This involves supporting individuals to identify and access suitable housing and accommodation services. It also includes working with those in housing and accommodation services to meet the preferences and needs of individuals and working together to monitor the services provided.

## 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 contact** by you will be at a level that is determined by the individual, to enable issues to be identified until the housing or accommodation staff gain confidence in, and knowledge of, working with the individual.

**Factors** may include the social background of the individual (including culture, gender, disability, family history, any history of being in care, etc); abuse or neglect of the individual; emotional and psychological factors; stage of development of the individual; level of understanding; lack of suitable housing and accommodation in the past; use of drugs and alcohol; abusive, aggressive or offending behaviour.

**Housing and accommodation services** may include supported lodgings; residential support; hostels; foyers; supported flats or housing; floating support; housing associations; estate agencies.

The **individual** is the adult, child or young person you support or care for in your work.

**Information** may include how and when they should contact you, your role and the level of your responsibilities as agreed with the individual, the assistance you can offer to the housing and accommodation services when working with the individual.

**Issues** may include the services they may be able to offer individuals, any special issues or requirements of the individual that would need to be taken into account, level of support required to meet the needs of the individual; inappropriate behaviour by the individual for the setting; risks from others in the accommodation to the individual; risks from the individual to others in the accommodation.

**Obstacles** may include the individual's own feelings about different forms of housing and accommodation; their knowledge and skills to live independently; the resources at their disposal; the risks they pose to others in the housing and accommodation; the risks that others in the housing and accommodation may pose to them.

**Overall effectiveness** may include feedback on the progress of the individual, the effectiveness of their work with individuals and their feelings about their contribution.

The **plan** may include realistic and achievable goals, actions the individual will take, the support they will need, people from whom they will seek support, timescales for action, how and when they will review progress towards goals.

**Support needs in relation to housing and accommodation** may include emotional and psychological support; skill development including independent living skills; access to services and shops; safety and security.

## **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 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.

### Support individuals to identify suitable housing and accommodation services

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Gather details about the <b>individual's</b> current housing and accommodation situation.	
2	Gather details about the individual's on-going housing and accommodation needs and any requirements for other services and support.	
3	Gather details about any mental health, physical or sensory needs the individual has that may affect the housing and accommodation required.	
4	Work with the individual to identify and understand the range of services that could meet their needs.	
5	Support the individual to understand the range of different support that <b>housing and accommodation services</b> offer.	
6	Work with the individual to assess their <b>support needs relating to housing and accommodation</b> .	
7	Support the individual to understand any requirements that housing and accommodation services may have.	
8	Support the individual to examine the advantages and disadvantages of the housing and accommodation services that are available to them.	

### Support individuals to access housing and accommodation services

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Work with the individual to address any <b>obstacles</b> to them accessing and using housing and accommodation services.	
10	Support the individual to draw up a realistic and achievable <b>plan</b> for accessing and using housing and accommodation services.	
11	Support the individual to prepare to attend meetings with housing and accommodation services.	
12	Support the individual to provide accurate and complete answers about how housing and accommodation services can best meet their preferences and needs.	

### Support housing and accommodation services to meet the needs of individuals

13	Approach agreed housing and accommodation services to discuss the individual's housing and accommodation needs and related <b>issues</b> .	
14	Support housing and accommodation staff to meet with the individual.	
15	Support housing and accommodation staff to understand <b>factors</b> in the individual's background which may affect their behaviour and wellbeing.	
16	Challenge housing and accommodation workers and services when they discriminate against the individual.	
17	Provide housing and accommodation staff and services with accurate and complete <b>information</b> about the support you can offer them if they have concerns.	

**Support housing and accommodation services to meet the needs of individuals (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
18	Provide housing and accommodation staff with accurate information about any other interventions the individual is receiving.	
19	Maintain <b>appropriate contact</b> with housing and accommodation staff.	

**Work together to monitor housing and accommodation services**

20	Monitor the effectiveness and consistency of housing and accommodation services in meeting the individual's preferences and needs.	
21	Take appropriate action when issues are raised about the housing and accommodation services provided.	
22	Work in partnership with the individual and housing and accommodation staff and services to provide feedback on the <b>overall effectiveness</b> of their work with the individual.	
23	Record processes and outcomes from the housing and accommodation services provided, according to 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 54 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	



## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	How to challenge poor practice.	

### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory

21	The nature and impact of <b>factors that may affect the health, wellbeing and development of individuals</b> you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	

### Personal and professional development

23	Principles of reflective practice and why it is important.	
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### Communication

24	Factors that can affect communication and language skills and their development in children, young people adults.	
25	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

### Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

## Safe-guarding

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
35	The nature of the housing sector and the roles and functions of the principle agencies within it.	
36	The duties of local authorities to house and support different groups of individuals.	
37	Local housing plans and strategies and how these can be influenced in the interests of individuals.	
38	How to feed information into local planning forums to improve provision for individuals.	
39	The agencies that need to be involved in developing housing and accommodation for individuals: local authority housing departments, housing associations, social services, voluntary organisations, private provision.	
40	The different types of accommodation that are available and the forms of support each one offers individuals.	
41	Who offers the different types of accommodation locally and more widely.	
42	How and where to access information and support that can inform your practice when supporting individuals to access housing and accommodation.	
43	How you can access, review and evaluate information about housing and accommodation relevant to the needs and preferences of the individuals with whom you work.	
44	Government reports, inquiries and research relevant to individuals to seeking, applying for and accessing housing and accommodation.	
45	The benefits and negative effects of housing and accommodation on the self-esteem, self-image and identity of individuals.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
46	The relationship between homelessness and the conditions of the individuals with whom you work.	
47	The practical and emotional skills that individuals need to develop in order for them to be able to live independently.	
48	Referral routes into and between different parts of the housing sector.	
49	Issues you are likely to face when individuals have to change, or have had to change, their housing and accommodation because of their needs and circumstances.	
50	Issues you are likely to face when supporting individuals to access housing and accommodation.	
51	Issues you are likely to face when individuals fail to access housing and accommodation or are unable to cope with the housing and accommodation they have accessed.	
52	The factors that need to be taken into account when arranging housing and accommodation for individuals including risks to the individual and risks to key people and others from the individuals.	
53	The benefits which are available to assist with housing and accommodation.	
54	How to use evaluations of different housing and accommodation options to identify those which have been successful in meeting specific individuals' needs.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	