

H5TS 04 (SCDHSC3110) — Promote Effective Relationships with Individuals

Overview

This standard identifies the requirements when you promote effective relationships with individuals. This includes establishing effective relationships between yourself and individuals, then working with individuals, key people and others to address relationship issues. It also includes evaluating the progress and outcomes of relationships.

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.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

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.

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

Issues in relationships may include misunderstandings, disagreements, problems with communication, conflicting views and wishes.

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.

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

Your **understanding** may include your understanding of relationships with individuals; your understanding of relationships between individuals, key people and others; your understanding of particular 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, 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 31 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.

Establish effective relationships between yourself and individuals

	Performance Criteria	Evidence Number where this criteria has been met
1	Apply your knowledge, understanding and skills to inform how you develop your relationship with the individual .	
2	Use the individual's abilities, experiences and expertise in positive ways when developing your relationship with them.	
3	Encourage the individual to use their abilities, experiences and expertise when they relate to you.	
4	Relate to the individual in ways that promote active participation and take account of their preferences and needs.	
5	Reflect on the relationship between you and the individual as it develops.	
6	Acknowledge positive aspects of the relationship between you and the individual.	
7	Support the individual to identify relationship issues.	
8	Work with the individual to resolve relationship issues.	
9	Apply your knowledge, understanding and skills to deal appropriately with any conflict.	
10	Seek support and advice where you do not have the expertise and experience to develop the relationship with the individual effectively.	

Support others to address relationship issues

	Performance Criteria	Evidence Number where this criteria has been met
11	Work with the individual, key people and others to identify issues in relationships .	
12	Support the individual and key people to communicate with you about relationship issues.	
13	Seek information and advice to help you understand and address relationship issues.	
14	Balance the views of the individual, key people and the others involved in relationships where issues have been highlighted.	
15	Discuss with the others involved alternative ways they could manage relationships.	
16	Support the individual, key people and the others involved to develop positive relationships with each other.	
17	Seek support and advice for relationship issues that you are not competent to deal with.	
18	Treat all information relating to relationship issues confidentially and in accordance with legal and work setting requirements.	

Support individuals to move from their relationship with you

19	Support the individual and key people to agree when the individual will move from their relationship with you.	
20	Support the individual and key people to agree how this should be done and who will be in your place in future.	
21	Work with the individual, key people and others to agree how any associated risks will be addressed.	
22	Involve key people and others at appropriate times and in ways that minimise disruption and concern.	

Support individuals to move from their relationship with you (cont)

	Performance Criteria	Evidence Number where this criteria has been met
23	Seek support and advice where you do not have the expertise and experience to support the individual in moving from their relationship with you.	

Evaluate progress and outcomes in relationships

24	Support the individual and key people to identify criteria and methods by which the success of relationships for the individual can be evaluated.	
25	Support the individual and key people to take part in evaluating relationships.	
26	Evaluate relationships between the individual and others, including yourself, using agreed methods.	
27	Identify with the individual which aspects of their relationships with you and others have been effective.	
28	Identify with the individual those aspects that could be improved.	
29	Identify with others where additional expertise is required in a relationship and the type of expertise required.	
30	Identify with others how additional expertise can be accessed or managed.	
31	Complete records and reports about progress and outcomes in relationships at agreed times and 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 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	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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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)

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

Theory

21	The nature and impact of factors that may affect the health, wellbeing and development of individuals 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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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 specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
35	How and where to access information and support that can inform your practice when relating to individuals.	
36	How you can access, review and evaluate information about relationships generally and for specific individuals.	
37	Theories relevant to the individuals with whom you work about identity, self-esteem and self-image and how these can be affected by relationships.	
38	The role relationships have in promoting individuals' wellbeing.	
39	Social and psychological factors that can affect relationships.	
40	The ways in which relationships are formed, may change and can be ended and the effect this may have on individuals.	
41	Types of relationships and behaviour in those relationships that can be beneficial and those that can be detrimental to individuals.	
42	Situations when individuals, key people and others may be at risk from relationships and how to assess and deal with these.	
43	Actions and conditions that might enhance and inhibit relationships with individuals and ways of resolving difficult relationship issues.	
44	The support you may need when dealing with those who have difficult relationships and how to access this.	
45	Factors influencing roles, relationships and communication within families.	

Knowledge specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
46	The physical conditions and emotional factors which may have an effect on relationships.	
47	Methods that are effective in forming, maintaining, withdrawing from and passing on relationships with individuals to others.	
48	Effective ways of resolving relationship issues.	
49	Issues you are likely to face in your relationships with individuals, families, carers, groups and communities.	
50	Effective methods to support other staff who are having difficulties in relationships with individuals, key people and others.	

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	