

## **H5P4 04 (SCDHSC0229) — Maintain Safety and Security When Accessing Individuals' Homes**

### **Overview**

This standard identifies requirements for maintaining safety and security when you access the homes of individuals you are supporting. This includes confirming your understanding of procedures and arrangements for access and applying these when you visit. It also includes taking appropriate action when you cannot access an individual's home and when you encounter an emergency on arrival. The standard also covers reviewing procedures and arrangements for accessing and securing the individual's home.

## 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.

An **emergency** may include any situation of immediate or threatening danger to individuals and others.

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.

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

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.

## **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 that may be 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 28 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.

### Confirm your understanding of arrangements for accessing individuals' homes

|   | <b>Performance Criteria</b>   | <b>Evidence Number where this criteria has been met</b> |
|---|---|---|
| 1 | Check the <b>procedures</b> for accessing the <b>individual's</b> home and dealing with emergencies and unforeseen circumstances. |   |
| 2 | Ensure you understand the individual's preferences and needs about how you access their home.                                     |   |
| 3 | Find out any special arrangements or features of which you need to be aware when accessing the individual's home.                 |   |

### Follow procedures to access and secure individuals' homes

|   |   |  |
|---|---|--|
| 4 | Inform the individual and <b>key people</b> about your visit.   |  |
| 5 | Ensure your identification badge is up to date and clearly visible.   |  |
| 6 | Follow procedures, preferences and any special arrangements for gaining access to the individual's home.      |  |
| 7 | Identify yourself appropriately and accurately when you arrive, in accordance with work setting requirements. |  |
| 8 | Where keys are lost or stolen, take action in accordance with legal and work setting procedures.              |  |

### Follow procedures to access and secure individuals' homes (cont)

|    | <b>Performance Criteria</b>   | <b>Evidence Number where this criteria has been met</b> |
|----|---|---|
| 9  | Where you identify any <b>risks</b> to yourself, the individual or other people, or to the individual's home, take action in accordance with legal and work setting procedures. |   |
| 10 | Ensure the individual's home is secure when you leave the premises.   |   |

### Take appropriate action when you cannot access individuals' homes

|    |   |  |
|----|---|--|
| 11 | When you cannot access the individual's home, follow work setting procedures to find out if the individual is likely to be out or unaware of your visit.          |  |
| 12 | Examine other possible reasons for not being able to access the individual's home.  |  |
| 13 | Follow work setting procedures and any arrangements agreed with the individual and key people to address situations where you cannot gain access.                 |  |
| 14 | Make further efforts to access the individual's home.   |  |
| 15 | Contact your manager promptly if you still cannot gain access.  |  |
| 16 | Explain the actions you have taken to try to gain access.   |  |
| 17 | Agree with your manager what further actions are to be taken.   |  |
| 18 | Complete records and reports on incidents and actions taken when you cannot access the individual's home, in accordance with legal and work setting requirements. |  |

**Address emergencies encountered after gaining access to the individual's home**

|    | <b>Performance Criteria</b>   | <b>Evidence Number where this criteria has been met</b> |
|----|---|---|
| 19 | Where you are faced with an <b>emergency</b> on entering the individual's home, take action in accordance with legal and work setting procedures. |   |
| 20 | Complete records and reports on actions taken when you are faced with an emergency, in accordance with legal and work setting requirements.       |   |

**Review procedures for accessing and securing the individual's home**

|    |  |  |
|----|--|--|
| 21 | Provide feedback on access and security difficulties to the appropriate people.  |  |
| 22 | Support the individual and key people to understand any difficulties you are having in accessing or ensuring the security of the individual's home.      |  |
| 23 | Work with the individual, key people and <b>others</b> to identify any risks associated with being unable to access or secure the individual's home.     |  |
| 24 | Discuss with the individual, key people and others how access and security difficulties could be overcome.   |  |
| 25 | Report to your manager any actions that have been agreed to resolve access and security difficulties.  |  |
| 26 | Review with your manager, the individual, key people and others the changes needed to enable you to access and secure the individual's home.             |  |
| 27 | Carry out agreed changes for accessing and securing the individual's home.   |  |
| 28 | Complete records and reports on agreed changes for accessing and securing the individual's home, 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

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

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

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>            | <b>Evidence Number where this knowledge point has been met</b> |
|----|--|--|
| 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 <b>factors that may affect the health, wellbeing and development of individuals</b> 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

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

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>  | <b>Evidence Number where this knowledge point has been met</b> |
|----|--|--|
| 41 | How and where to access information about accessing and securing individuals' homes.   |  |
| 42 | Access procedures for the homes of specific individuals and the reasons for these.   |  |
| 43 | Why it is important to follow procedures for accessing and securing individuals homes and the possible consequences of not doing this. |  |
| 44 | Why it is important to wear an up to date identification badge that is visible.  |  |
| 45 | Why it is important to inform individuals and key people when you will be visiting.  |  |
| 46 | Actions to take when you are unable to access and secure individuals homes or when keys are lost or stolen.                            |  |
| 47 | Actions to take when you find any key changes in the condition and circumstances of individuals on accessing their home.               |  |
| 48 | Reasons why you might not be able to access individuals' homes.  |  |
| 49 | Emergencies that may face you when accessing individuals' homes.   |  |
| 50 | How to contribute to reviewing access and security procedures and arrangements 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**

|   |  |
|---|--|
| <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>                |  |