

H5P9 04 (SCDHSC0234) — Uphold the Rights of Individuals

Overview

This standard identifies the requirements when you uphold the rights of individuals. This includes upholding individuals' right to be in control of their lives, to be respected for who they are, and to have information about themselves kept private. The standard also addresses how your actions must promote individuals' confidence in you as someone who can be trusted to uphold their rights.

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 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.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or 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 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 30 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.

Uphold the individual's right to be in control of their life

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the individual to understand their rights .	
2	Ensure the individual has access to any advocacy services they wish or require to use.	
3	Support the individual to regain or retain their right to be in control of their own life.	
4	Work in ways that promote active participation and enable the individual to be in control of their own life.	
5	Support the individual's right to make informed choices and decisions about their life and wellbeing.	
6	Support the individual's right to make informed decisions about taking and managing potential and actual risks .	
7	Support the individual to recognise conflicts that may arise between their rights and their responsibilities towards other people.	
8	Seek support to resolve conflicts between the individual's rights and their responsibilities towards other people.	
9	Challenge practices that may inappropriately prevent the individual from exercising their rights.	
10	Seek advice when you are having difficulty in upholding an individual's rights.	

Uphold the right to be respected as an individual

	Performance Criteria	Evidence Number where this criteria has been met
11	Work in ways that demonstrate respect for diversity.	
12	Support the right of the individual to communicate using their preferred method of communication and language.	
13	Work in ways that demonstrate respect for the individual and their background, beliefs, cultures, values and preferences.	
14	Work in ways that put the individual's preferences and best interests at the centre of everything you do.	
15	Work in ways that demonstrate respect for the individual's dignity and privacy.	
16	Challenge the actions of others where they lead to discrimination.	

Uphold the individual's right to privacy of information

17	Support the individual to understand your duty of confidentiality and in what circumstances you may need to pass on otherwise confidential information.	
18	Maintain clear, accurate and up-to-date records of information relevant to the individual's wellbeing and their care or support.	
19	Ensure that information about the individual is kept confidential within work setting requirements.	
20	Confirm proof of identify and the right to access information before disclosing any information to others.	
21	Disclose information only to those who have the right and the need to know.	
22	Support the rights of the individual to access information about themselves.	

Promote confidence in your capacity to uphold the individual's rights

	Performance Criteria	Evidence Number where this criteria has been met
23	Act in ways that are consistent with the law, regulation and work setting procedures.	
24	Communicate in appropriate, open, accurate and straightforward ways.	
25	Ensure that you are always honest, trustworthy, reliable and dependable.	
26	Explain to the individual the reasons for any work commitments you are not able to honour.	
27	Declare personal interests when they might influence your judgement or practice.	
28	Ensure your actions never make the individual feel inferior.	
29	Ensure the individual knows how to make comments or complaints about their care or support.	
30	Support the individual to make compliments and complaints.	

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 40 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 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 to 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 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 to 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.	

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	