

## **H5PW 04 (SCDHSC0419) — Provide Advice and Information to Those Who Enquire About Health and Social Care Services**

### **Overview**

This standard identifies the requirements when you provide advice and information about health and social care services. This includes establishing the enquirer's specific requirements and providing advice and information which addresses those requirements. It also includes reflecting on your interaction with the enquirer to ensure you continuously improve your practice.

## **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.

**Advice and information** you provide will be in relation to types of health and social care needs and the sorts of services that may be best suited to them; the nature of services provided; how to access services provided. The advice and information you give will be within your area of competency.

The **enquirer** may include individuals, carers, colleagues, or other professionals. The enquirer may be an advocate, translator or interpreter asking on behalf of an individual or carer. The enquiry may be received face to face or by telephone, email, fax or letter.

### **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.

## 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.

### Determine enquirers' requirements for advice and information about health and social care services

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Ensure your interaction with the <b>enquirer</b> shows respect for their individuality, their dignity and their right to make decisions about their own lives.	
2	Explain to the enquirer who you are, your role in providing <b>advice and information</b> and the name and nature of the organisation you are representing.	
3	Explain your organisation's policy on confidentiality and record keeping.	
4	Support the enquirer to express their requirements for advice and information.	
5	Clarify your understanding of the nature and purpose of the enquiry.	
6	Make an assessment of the enquirer's requirements and confirm this with them.	
7	Assess the enquirer's level of distress and the urgency of the enquiry.	
8	Respond appropriately to any immediate distress.	
9	Explain clearly the kinds of advice and information which you are able to provide.	
10	Refer the enquirer to alternative or additional sources of advice and information as appropriate to their enquiry.	

## Provide advice and information about health and social care services

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
11	Ensure the advice and information you provide is accurate, complete, within your competence and relevant to the stated requirements.	
12	Ensure the advice and information you provide is consistent with the requirements of legislation and organisational policy.	
13	Refer the enquirer appropriately if they require advice and information that is beyond your competence.	
14	Communicate clearly and in a manner which demonstrates respect for the enquirer and their enquiry.	
15	Actively listen to the enquirer's reactions to the advice and information you provide, taking steps to clarify and confirm that their needs have been met.	
16	Offer referrals to additional or alternative sources of advice and information as relevant to the enquiry.	
17	Respond positively to additional enquiries raised by the enquirer in response to the advice and information you provide.	
18	Seek appropriate advice and guidance when you are unable to deal with an enquiry.	
19	Complete or update records on the nature and outcome of the enquiry in line with legal and work setting requirements, ensuring they contain only the information necessary for the record's purpose.	
20	Maintain the confidentiality of information received from the enquirer and share information only with those who have the right and need to know.	

**Use reflective practice to evaluate your interaction with the individual**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
21	Take opportunities to reflect on your communication with and reactions to the enquirer.	
22	Use your reflections to evaluate your own practice.	
23	Plan how to apply what you learn from the evaluation in your future practice.	

## 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 60 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.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

## 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>
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice.	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
13	The prime importance of the interests and wellbeing of the individual.	
14	The individual's cultural and language context.	
15	How to build trust and rapport in a relationship.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with individuals, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	
20	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>
21	How and when to seek support in situations beyond your experience and expertise.	

### Theory

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

### Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

### Communication

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

## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

## Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

## Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

## Handling information

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

## Leading practice

45	Standards of practice, service standards and guidance relating to the work setting.	
46	National and local initiatives to promote the wellbeing of individuals.	
47	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
48	Techniques for problem solving and innovative thinking.	

## 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>
49	Why the ability to listen effectively is important.	
50	Where and how to obtain information about the range of needs that may affect individuals and the health and social care services relevant to these.	
51	The range of needs that may affect individuals and how to recognise them.	
52	How to recognise the sort of information and advice that individuals may be trying to request when they may not have the terminology, confidence or skill to give an accurate specification.	
53	The roles and responsibilities of different types of health and social care service provider and practitioner.	
54	The need for services to have well presented and accessible information, policies and procedures.	
55	How to access health and social care services relevant to the needs of the individual.	
56	Methods of communicating clearly and effectively.	
57	How to recognise and respond to different levels of distress.	
58	The purpose of confirming information with individuals and reflecting it back.	
59	The importance of being aware of your own competence in providing advice and information and recognising when a request may exceed that competence.	
60	Reasons why you may not be able to deal with an enquiry and the appropriate action to take in response to these.	

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>	