

H5RW 04 (SCDHSC0452) — Lead Practice That Promotes the Rights, Responsibilities, Equality and Diversity of Individuals

Overview

This standard identifies the requirements when you lead practice to promote the rights, responsibilities, equality and diversity of individuals. This includes acting as a role model in promoting individuals' rights and responsibilities and leading practice that supports individuals to exercise their rights and responsibilities. It also includes leading practice to ensure that systems promote individuals' rights, respect diversity and encourage confidence in your organisation's capacity to promote 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.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

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 40 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.

Act as a role model in promoting the rights and interests of individuals

| | Performance Criteria | Evidence Number where this criteria has been met |
|---|--|--|
| 1 | Ensure that your own actions always demonstrate respect for the dignity and privacy of individuals, key people and others . | |
| 2 | Encourage others to respect the dignity and privacy of individuals, key people and others. | |
| 3 | Act in ways that demonstrate how to respect and promote the views, choices and wishes of individuals, key people and others. | |
| 4 | Act in ways that demonstrate how to promote the active participation and independence of individuals. | |
| 5 | Support the rights of individuals to make informed choices and decisions about their lives and wellbeing and how to manage potential and actual risks. | |
| 6 | Support the rights of individuals to access information about themselves and make comments and complaints. | |
| 7 | Act in ways that demonstrate that you take complaints, comments and suggestions seriously. | |
| 8 | Ensure your own behaviour supports others to work in ways that are consistent with individuals' beliefs and preferences, that regard diversity positively and that support anti-discriminatory practice. | |

Act as a role model in promoting the rights and interests of individuals (cont)

| | Performance Criteria | Evidence Number where this criteria has been met |
|---|---|---|
| 9 | Pro-actively take action to address discrimination and oppression, challenging discrimination by individuals and oppression by organisations. | |

Lead practice that supports individuals to exercise their rights and responsibilities

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| 10 | Provide up to date and accessible information that will enable individuals and key people to understand and exercise their rights and responsibilities. | |
| 11 | Communicate in ways which enable individuals and key people to understand and exercise their rights and responsibilities. | |
| 12 | Acknowledge the complexity of decisions that individuals need to make to balance their rights, preferences and responsibilities. | |
| 13 | Develop solutions, where possible, to address dilemmas that arise when promoting the rights and responsibilities of individuals. | |
| 14 | Support individuals who need assistance to exercise their rights. | |
| 15 | Seek support when there are conflicts between an individual's rights and responsibilities that you cannot deal with. | |

Lead practice to ensure that systems promote individuals' rights

| | Performance Criteria | Evidence Number where this criteria has been met |
|----|--|---|
| 16 | Work with others to develop, maintain and evaluate systems that respect the rights and interests of individuals. | |
| 17 | Work with others to develop, maintain and evaluate systems that support individuals to make informed choices and decisions about their lives and wellbeing and how to manage potential and actual risks. | |
| 18 | Work with others to develop, maintain and evaluate systems to promote independence, active participation and the contribution and inclusion of all individuals. | |
| 19 | Work with others to develop, maintain and evaluate systems that support individuals to access information about themselves and make comments and complaints. | |
| 20 | Support team members to participate in developing, maintaining and evaluating these systems that promote people's rights. | |

Lead practice to ensure that systems promote respect for diversity

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| 21 | Work with others to develop, maintain and evaluate systems that ensure each person is treated and valued as an individual and that individuals' preferences are placed at the centre of everything that is done. | |
| 22 | Work with others to develop, maintain and evaluate systems that ensure that equal opportunities are promoted and that the diversity, cultures and values of individuals and key people are respected. | |
| 23 | Seek advice, information and guidance when you are having difficulty implementing systems to promote equality and diversity. | |

Lead practice to ensure that systems promote respect for diversity (cont)

| | Performance Criteria | Evidence Number where this criteria has been met |
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| 24 | Check that all information generated and used in the work setting recognises and promotes equality and diversity. | |
| 25 | Address any information that is discriminatory in ways that promote confidence in you and your organisation. | |

Lead practice that promotes confidence in your organisation's capacity to promote rights

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| 26 | Demonstrate through your actions that you are trustworthy, reliable and dependable. | |
| 27 | Support team members to demonstrate that they are trustworthy, reliable and dependable. | |
| 28 | Communicate in appropriate, open, accurate and straightforward ways. | |
| 29 | Support colleagues and others to communicate in appropriate, open, accurate and straightforward ways. | |
| 30 | Recognise the power and influence that your job role and responsibilities confer on you. | |
| 31 | Use your power and influence sensitively and responsibly. | |
| 32 | Contribute to ensuring that systems enable team members to use their influence sensitively and responsibly. | |
| 33 | Work with others to develop, maintain and evaluate systems that enable individuals, key people and others to understand your work setting's policies and procedures on complaints. | |

Lead practice that promotes confidence in your organisation’s capacity to promote rights (cont)

| | Performance Criteria | Evidence Number where this criteria has been met |
|----|---|---|
| 34 | Work with others to develop, maintain and evaluate systems that ensure individuals' rights to confidentiality of information are maintained, within confidentiality agreements and according to legal and work setting procedures and requirements. | |
| 35 | Work with others to make sure work commitments are honoured, ensuring that individuals are informed promptly and sensitively on occasions where this is not possible. | |
| 36 | Ensure that interests are declared where they might influence judgements and practice. | |
| 37 | Ensure that you and others reflect on and challenge assumptions and ways of working. | |
| 38 | Ensure that the rights and needs of individuals are effectively represented, using advocates and interpreters appropriately. | |
| 39 | Contribute to monitoring the effectiveness of equality, diversity and rights policies and procedures with individuals, key people, team members and others. | |
| 40 | Provide feedback to improve the effectiveness of policies and procedures on equality, diversity and rights. | |

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 75 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. | |
| 6 | Conflicts and dilemmas that may arise in relation to rights and how to address them. | |

Your practice

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

| | Knowledge and Understanding <i>You need to know and understand:</i> | Evidence Number where this knowledge point has been met |
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| 21 | How and when to seek support in situations beyond your experience and expertise. | |

Theory

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

Personal and professional development

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| 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

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

Health and Safety

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

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| 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

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| 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

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

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| 45 | Theories about leadership. | |
| 46 | Standards of practice, service standards and guidance relating to the work setting. | |
| 47 | National and local initiatives to promote the wellbeing of individuals. | |
| 48 | Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions. | |
| 49 | Methods of supporting others to work with and support individuals, key people and others. | |
| 50 | How to contribute to the development of systems, practices, policies and procedures. | |
| 51 | Techniques for problem solving and innovative thinking. | |

Risk management

| | Knowledge and Understanding <i>You need to know and understand:</i> | Evidence Number where this knowledge point has been met |
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| 52 | Principles of risk assessment and risk management. | |
| 53 | Principles of positive risk-taking. | |

Knowledge that is Specific to this NOS

| | Knowledge and Understanding <i>You need to know and understand:</i> | Evidence Number where this knowledge point has been met |
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| 54 | How and where to access literature, information and support to inform your and colleagues' practice about contributing to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals. | |
| 55 | The literature related to best practice in the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals. | |
| 56 | Government reports, inquiries and research relevant to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals. | |
| 57 | Theories about how power and influence can be used and abused when managing and processing requests for health and care services. | |
| 58 | Theories about organisational methods, systems and structures. | |
| 59 | Theories about identity, self-esteem and self-image. | |
| 60 | Theories about managing loss and change. | |
| 61 | Theories about stress and how it can affect behavior. | |
| 62 | Theories about promoting the choice, wellbeing and protection of individuals. | |
| 63 | How to act as a mentor to assist others to develop practice and support organisational culture, systems and procedures for effective communication and engagement with individuals, key people and others. | |

Knowledge that is 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 |
|----|---|--|
| 64 | How to act as a mentor to assist others to develop practice and support organisational culture, systems and procedures for involving individuals in assessing, planning, implementing, reviewing health and care services and plans; taking into account their needs, views, and preferences. | |
| 65 | How to act as a mentor to assist others to develop practice and support organisational culture, systems and procedures for working with families and carers to support individuals. | |
| 66 | How to act as a mentor to assist others to develop practice and support organisational culture, systems and procedures for working with individuals who have been abused, bullied, persecuted, who are at risk of danger, harm and abuse. | |
| 67 | The use of evidence based practice to justify your actions and decisions; and record and report processes and outcomes of your work. | |
| 68 | Factors within the working environment which adversely affect the promotion of diversity, inclusivity and equity. | |
| 69 | Factors in the working environment that may be discriminatory and oppressive to the individual's rights and methods of challenging these. | |
| 70 | How systems affect people's rights and the purpose of designing systems which support equality and diversity. | |
| 71 | How to maintain systems which support the promotion of rights and of equality and diversity of all within the working environment. | |

Knowledge that is 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 |
|----|---|--|
| 72 | Methods of evaluating the effectiveness of systems that promote an inclusive culture which values and respects all individuals and how to bring about changes. | |
| 73 | The assumptions and oppressions which surround different groups and the ways in which this is built into society and organisations. | |
| 74 | The forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings. | |
| 75 | Possible effects of stereotyping, prejudice and labelling on people. | |

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

Unit assessed as being complete

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| Candidate's name | |
| Candidate's signature | |
| Date submitted to Assessor as complete | |

| | |
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| 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 |
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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 |
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Unit completion confirmed

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| Internal verifier's name | |
| Internal verifier's signature | |
| Date completed | |