

## **H5SP 04 (SCDHSC0367) — Support Individuals to Access Independent Representation and Advocacy**

### **Overview**

This standard identifies the requirements when you help individuals to access independent representation and advocacy to meet their representational needs. This includes supporting individuals to identify their representational needs, to select independent representation and advocacy and to evaluate the services they have used.

## 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.

**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.

## **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 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.

### Support individuals to identify their representational needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Access information on assessing when independent representation and advocacy services can best meet the needs of <b>individuals</b> .	
2	Work in ways that promote the <b>active participation</b> of the individual when identifying how their preferences and needs can best be represented.	
3	Support the individual to identify and <b>communicate</b> how they could benefit from being independently represented or having someone advocate on their behalf.	
4	Work with the individual to identify the purpose of any independent representation or advocacy.	
5	Support the individual to assess the advantages and disadvantages of involving an independent representative or advocate to represent their views.	
6	Work with the individual to identify the processes and procedures involved in activities for which they may wish to be independently represented or have an advocate represent their views.	
7	Support the individual and <b>key people</b> to make an informed decision about whether independent representation or advocacy services would be useful in helping to meet the individual's representational needs.	

### Support individuals to identify their representational needs (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
8	Seek advice and support from appropriate people and organisations when you are unsure of how best to support the individual's wishes.	

### Support individuals to select independent representation and advocacy

9	Work with the individual to identify the specific areas where they might benefit from the support of an independent representative or advocate.	
10	Work with the individual to identify the skills and abilities an independent representative or advocate would need to enable the individual's views to be fully represented.	
11	Support the individual to identify the type of advocacy they want.	
12	Explore with the individual the range of people who might be able to act appropriately as an advocate for them.	
13	Work with the individual to identify possible areas of conflict between themselves and potential advocates.	
14	Approach the potential advocates or advocacy service on the individual's behalf, where they do are unable to do so themselves or where this is their preference.	
15	Support the individual to confirm that potential advocates are able and willing to represent the individual appropriately.	
16	Introduce potential advocates to the individual.	
17	Support the individual to select from potential advocates, working in ways that promote active participation.	

### Support individuals to select independent representation and advocacy (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
18	Assure the individual that it is their choice which advocate to choose and that they do not need to choose any of the potential advocates if they do not want to.	
19	Confirm with the individual their decisions about selecting an independent advocate.	
20	Where conflicts and problems emerge that you are unable to resolve, pass these on to the appropriate people.	
21	Complete records and reports on advocacy arrangements in accordance with legal and work setting requirements.	

### Support individuals to evaluate the independent representation and advocacy

22	Encourage the individual and any others included in the representation or advocacy arrangement to monitor and assess the effectiveness of the service received.	
23	Support the individual to evaluate the outcomes from the independent representation or advocacy against the outcomes they wished to achieve.	
24	Explore any concerns regarding the effectiveness of the independent representation or advocacy arrangements with the individual, key people and the independent representative or advocate, within confidentiality agreements and according to legal and work setting requirements.	
25	Seek advice from appropriate people where there are continuing concerns regarding the independent representation or advocacy.	
26	Support the individual and key people to identify any changes required to independent representation or advocacy.	

**Support individuals to evaluate the independent representation and advocacy (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
27	Provide feedback on the independent representation and advocacy arrangements for the individual.	
28	Complete records and reports on the effectiveness of the independent representation or advocacy, within confidentiality agreements and according to 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 47 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 quality, 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

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

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

### Theory for practice

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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
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 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>
35	How to access records and information relevant to the individual's needs and circumstances and their rights to select, access and use independent representation and advocacy.	
36	How and where to access information and support that can inform your practice when supporting individuals to identify and access independent representation and advocacy.	
37	How you can access, review and evaluate information about independent representation, advocates and advocacy services.	
38	Factors that can affect the individual's ability to present their own needs and wishes and the role of independent advocates and interpreters in enabling individuals to present their own needs and wishes.	
39	Factors to be taken account of when assessing whether independent representation or an advocate will be beneficial in supporting the individuals' needs and preferences.	
40	Factors that affect individuals' capacity to represent their own views.	
41	Theories relevant to the individuals with whom you work, about the contribution and limitations of independent representation and advocacy in promoting the individual's independence and control over their lives.	
42	Methods of supporting individuals to assess their need for independent representation and advocacy.	
43	Methods of providing accessible information about independent representation/advocacy.	

**Knowledge that is Specific to this NOS (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>
44	Methods of working with individuals to make an informed choice about the type of independent representation and advocacy that will be most effective in presenting what they want to achieve and how.	
45	Methods of working to identify and negotiate conflicting interests which may arise with the independent representation and advocate.	
46	Methods of supporting the individual to communicate their assessment of the effectiveness of the independent representation and advocacy.	
47	Methods of negotiating and agreeing the role and scope of the independent representation and advocacy role with the individual.	

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>	