

## **H5SR 04 (SCDHSC0368) — Present Individuals' Preferences and Needs**

### **Overview**

This standard identifies the requirements when you present individuals' preferences and needs. This includes identifying with individuals the preferences and needs they want you to present, then acting with and behalf of the individuals to present these effectively. It also includes supporting individuals to review the effectiveness of the representation arrangement.

## 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.

**Decision making events** may be informal or formal events where decisions are likely to be made about the individual, their situation and/or their family; they may include case conferences, appeal panels, court proceedings.

The **individual** is the adult, child or young person you support or care for in your work.

**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.

### **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 27 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.

### Identify with individuals the preferences and needs they want you to present

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Access information about the procedures and practices of the <b>decision making event</b> at which you will be presenting the <b>individual's</b> preferences and needs.	
2	Support the <b>active participation</b> of the individual in making decisions about how they will be represented.	
3	Work with the individual to assess the outcomes they wish to achieve from your representation.	
4	Support the individual to <b>communicate</b> their preferences and needs.	
5	Support the individual to understand the options for their representation.	
6	Check your understanding of the individual's preferences and needs and how you will represent these.	
7	Make necessary changes where you or the individual have misunderstood anything or think something needs changing.	
8	Ensure that neither you nor the individual will be compromised by your working on their behalf.	
9	Where you feel you cannot represent the individual, make clear your reasons for this and agree the best alternative.	

**Identify with individuals the preferences and needs they want you to present (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
10	Complete records and reports on processes, agreements and outcomes, within confidentiality agreements and according to legal and work setting requirements.	

**Act with and behalf of individuals to present their preferences and needs**

11	Clarify the purpose, scope and goal of the representation and your role within it.	
12	Prepare yourself to act on behalf of the individual by identifying suitable methods, gathering sufficient information and evaluating key points.	
13	Prepare a case that represents the best interests of the individual, ensuring that the case represents their views and preferences rather than your own.	
14	Support the individual to understand the preparations you have made and confirm that the individual's views are clearly represented.	
15	Take note of any differences of opinion.	
16	Support the individual to understand the procedures and practices of the decision-making process and the likely outcomes from the representation.	
17	Carry out your agreed role in presenting the individual's preferences and needs.	
18	Ensure that representation and actions taken on behalf of the individual accurately represent their values, preferences. needs and interests.	
19	Communicate the processes and outcomes from your representation in ways that can be understood by the individual.	

**Act with and behalf of individuals to present their preferences and needs (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
20	Record the processes and outcomes from the representation within confidentiality agreements and according to legal and work setting requirements.	

**Support individuals to review the effectiveness of the representation**

21	Encourage the individual to participate in monitoring and assessing the effectiveness of representation arrangements.	
22	Support the individual to evaluate the outcomes achieved against the outcomes they wished to achieve.	
23	Support the individual to identify any changes required to the representation.	
24	Explore any concerns you and the individual have about the effectiveness of the representation.	
25	Support the individual to agree any actions that should be taken in relation to their concerns.	
26	Access advice from <b>others</b> where the representation has not gone according to plan or the individual has raised concerns.	
27	Complete records and reports on the representation, its effectiveness and any changes needed, 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 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> <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.	

## 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 and where to access information and support that can inform your practice when representing the needs and preferences of individuals.	
36	How you can access, review and evaluate information about decision making events, the type of presentations required and the individuals' best interests in terms of representing their wishes and needs at decision making events.	
37	Factors that affect an individual's capacity to represent their own wishes and needs	
38	How to promote individuals' capacity to identify and promote their own wishes and needs.	
39	Any risks associated with the decisions being made and how they will need to be addressed in your presentation.	
40	Methods of supporting individuals to identify and express the needs and preferences they wish you to present at decision making events, taking account of any risks.	
41	Methods of supporting individuals to identify and agree the outcomes they want to achieve.	
42	Methods of preparing for and planning representations generally, and specifically for the decision making event at which you will be representing the individual's needs.	
43	Methods of identifying with individuals whether or not it is appropriate for you to make the representations.	
44	Methods of making representations on behalf of individuals in ways that enable them to retain as much control over their lives as possible.	

### 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>
45	Methods of providing feedback in ways that sustain the individual's confidence and independence.	
46	The role of independent advocates and when they may be needed.	
47	Methods of reviewing the outcomes of the presentation with the individual.	
48	Methods of reviewing with the individual your contribution to the process.	
49	Procedures through which individuals can contest the records of a presentation.	
50	Recording, reporting and other documentary requirements related to the preparations for, procedures within and outcomes from decision making events and how to communicate these to individuals, key people and others in ways that can be understood by all.	

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>	