

H5SY 04 (SCDHSC0383) — Support Individuals to Move Into New Living Environments

Overview

This standard identifies the requirements when supporting individuals to move and settle into new living environments. This includes preparing individuals to move, supporting them to settle and then working with them to review the impact of their new environment on their wellbeing.

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.

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.

New living environment might include moving from home to hospital, residential care, sheltered or other accommodation; ward to ward; hospital to home, residential care, sheltered or other accommodation; homelessness to living accommodation, eg housing, hostels, hotels.

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

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 25 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 prepare to move into new living environments

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the individual and key people to communicate their views and feelings about leaving their current living arrangements and moving into a new living environment .	
2	Support the individual and key people to plan the stages of the move and ways to enable these to happen as smoothly as possible.	
3	Provide the individual and key people with information about the new living environment in understandable and accessible formats.	
4	Support the individual to reflect on the impact the move is likely to have on them and their personal relationships.	
5	Support the individual to address any feelings of loss and any impact on their identity or self-esteem arising from the change.	
6	Support the individual to identify any risks associated with the move.	
7	Support the individual to recognise the personal strengths and resources they have that will help them deal with and adapt to the change.	
8	Work with the individual, key people and others to organise preparatory visits to the new living environment.	

Support individuals to prepare to move into new living environments (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Work with the individual, key people and those within the new environment to plan the move, ensuring that this takes account of the anticipated stages and the individual's preferences and needs.	
10	Work with the individual, key people and others to ensure that any legal and statutory requirements are met.	

Support individuals to settle into their new living environment

11	Work with the individual to agree their priorities and preferences for settling into the new living environment.	
12	Support the individual to familiarise themselves with the new environment and the daily living arrangements there.	
13	Support the individual to communicate approaches or activities that could help them adjust to living with other people in the new living environment.	
14	Support key people to remain involved in the life of the individual as much as possible.	
15	Support the individual to participate in health, social, cultural and spiritual activities in the new environment that suit their preferences and needs.	
16	Work with the individual and key people to make adjustments that will help make the individual more comfortable in the new environment.	
17	Agree with the individual and key people how they can raise any issues and concerns they have about the move or its impact.	
18	Work with key people to address any specific needs they themselves may have arising from the individual's move.	

Support individuals to review the impact of their new environment on their wellbeing

	Performance Criteria	Evidence Number where this criteria has been met
19	Agree with the individual and key people how the impact of the new environment on the individual's wellbeing will be reviewed.	
20	Support the individual and key people to identify where there have been positive changes in the individual's wellbeing and where there are concerns.	
21	Support the individual, key people and others to agree what needs to happen to ensure that gains in the wellbeing of the individual are maintained.	
22	Support the individual and key people to plan ways to deal with problems identified.	
23	Support the individual and key people to agree any additional resources, facilities and support that are required.	
24	Where it is concluded that the new environment is unsuitable for the individual, contribute to initiating plans for alternative arrangements.	
25	Complete records and reports about the processes and outcomes of the review in accordance with 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 44 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.	

Your practice

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

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

Theory

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

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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
35	How to access records and information on the needs, views and preferences of individuals and key people regarding living arrangements.	
36	How and where to access information and support that can inform your practice when preparing and supporting individuals to move and settle into new living environments.	
37	How you can access and evaluate information on new living environments.	
38	How power and influence can be used and abused when supporting individuals to move and settle into new living environments.	
39	Actions and conditions that might enhance and inhibit the individual's ability to manage and cope with the change.	
40	Methods of supporting individuals to understand how their change of living environments is likely to impact on their lives and those of key people.	
41	Methods of promoting individuals' strengths and those in their networks as key resources for smooth transitions between living environments.	
42	Methods of supporting individuals when changes are forced upon them.	
43	Methods of planning, monitoring, review and evaluation that are participative.	
44	Ways of supporting individuals to evaluate what they gain and what they lose in their new living environment.	

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	