

## **H5TT 04 (SCDHSC3111) — Promote the Rights and Diversity of Individuals**

### **Overview**

This standard identifies the requirements when you promote the rights and diversity of individuals. This includes promoting the capacity of individuals to exercise their rights and responsibilities and promoting a culture which values and respects the diversity of all individuals. It also addresses individuals' rights in relation to information about themselves and the need to promote confidence in individuals that their rights will be upheld in the work setting.

## 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.

**Interests** may include a pre-existing relationship with the individual; vested interests; past experiences that might affect the way you work with the individual.

**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.

### **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 35 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.

### Promote the individual's capacity to exercise their rights and responsibilities

	Performance Criteria	Evidence Number where this criteria has been met
1	Provide up to date information, appropriate explanations and support to enable the <b>individual</b> and <b>key people</b> to understand their rights and responsibilities.	
2	Provide up to date information, appropriate explanations and support to enable the individual and key people to exercise their rights.	
3	Work in ways that demonstrate to <b>others</b> how to respect and promote the views, choices and wishes of individuals and key people.	
4	Work in ways that demonstrate to others how to promote <b>active participation</b> to maximise the individual's control over their own life.	
5	Demonstrate through your practice how to promote the right of the individual to make informed choices and decisions about their life and wellbeing, and about taking and managing potential and actual risks.	
6	Interpret the rights and responsibilities of the individual in a way that is consistent with the law, regulation and work setting requirements.	
7	Provide up to date information, appropriate explanations and support to enable the individual and key people to acknowledge the complexities of decisions that may need to be made in order to balance their rights, preferences and responsibilities.	

**Promote the individual's capacity to exercise their rights and responsibilities (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
8	Seek assistance when conflicts arise that you cannot deal with.	

**Promote a culture that values and respects diversity**

9	Work with the individual, key people and others to understand the cultural experience, background and beliefs of the individual.	
10	Identify how and where to access expertise on specific cultures or aspects of culture.	
11	Access expertise and advice from people, groups and networks to enhance your understanding of the individual's culture, background and beliefs.	
12	Work with the individual, key people and others to enhance aspects of the environment, practice and behaviour that are beneficial to an inclusive culture.	
13	Work with the individual, key people and others to address aspects of the environment, practice and behaviour that may create barriers to an inclusive culture.	
14	Ensure that activities and practices use the individual's culture and life experiences as a resource.	
15	Support the individual to consider how they may wish to build upon their cultural experience in ways that promote participation, inclusivity and co-operation with others.	
16	Demonstrate through your practice how to support the individual's right to <b>communicate</b> using their preferred language and method.	

### Promote a culture that values and respects diversity (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
17	Model behaviour that encourages others to work in ways that promote equality and respect diversity.	
18	Challenge practices and processes that prevent the individual having equal opportunity to services, support and facilities.	
19	Seek assistance when you are having difficulty promoting equality and diversity.	

### Promote the individual's rights in relation to information about themselves

20	Work in ways that demonstrate to others how to support the right of the individual to access information about themselves.	
21	Disclose information about the individual only to those who have the right and need to know, and once proof of identity has been obtained.	
22	Encourage others to disclose information only to those who have the right and need to know, and once proof of identity has been obtained.	
23	Ensure that records and reports about work with the individual are completed within confidentiality agreements and according to legal and work setting requirements.	
24	Maintain confidentiality when storing and accessing information about the individual.	
25	Work in ways that demonstrate to colleagues how to respect and protect the privacy of the individual when handling information about them.	

**Promote confidence that the rights of individuals will be upheld in the work setting**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
26	Ensure your own practice is always consistent with the law, regulation and work setting requirements.	
27	Support others to work within the law, regulation and work setting requirements.	
28	Use sensitively and responsibly the influence that accompanies your job role and responsibilities.	
29	Support others to use their influence sensitively and responsibly.	
30	Work in ways that demonstrate you are honest, trustworthy, reliable and dependable at all times.	
31	Encourage others to be honest, trustworthy, reliable and dependable in their work.	
32	Work with others to ensure all communication is appropriate, open, accurate and straightforward.	
33	Ensure that you honour your work commitments and support colleagues to do the same.	
34	Ensure that you and others declare any personal <b>interests</b> that might influence judgements and practice.	
35	Work in ways that demonstrate to others how to support the right of the individual to compliment, comment and complain about services they are receiving and to have any comments and complaints taken seriously.	

## 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 36 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 a relationship.	
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

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

## 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 specific to this NOS

35	How and where to access information and support that can inform your practice relating to rights and valuing diversity.	
36	How to help others use power and influence sensitively and responsibly.	

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>	