HSC24 **Ensure your own actions support the care, protection and well-being of individuals**

Elements of Competence

HSC24a	Relate to and support individuals in a way they choose
HSC24b	Treat people with respect and dignity
HSC24c	Assist in the protection of individuals

About this unit[1]

For this unit you must demonstrate that you value and treat people equally and with respect and dignity, encouraging and respecting individuals' preferences and protecting them from danger, harm and abuse.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Appropriate people could include: your line manager; professionals or specialists.

Changes that may be observed could include individuals' condition, behaviour, appearance or mental state.

Communicate using individuals' preferred spoken language; the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non-verbal forms of communication; human and technological aids to communication.

Harm and abuse within this unit will cover neglect; physical, emotional and sexual abuse; financial abuse; bullying; self harm; reckless behaviour.

Harm could be/have been: short term; medium term; long term.

Key people cover family, friends, carers and others with whom individuals' have a supportive relationship, including people within and outside your organisation who provide health or care services and support the needs of individuals.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice applicable to your job; your work activities; the job you are doing, e.g. domiciliary, residential care, hospital settings, and the individuals you are working with.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or

[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

[2] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

care in the four UK countries. They are embedded in this unit and should be applied in your practice and through your knowledge demonstrated in any other standard you are working towards.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read this section carefully before you begin working with the standards and refer to it if you are unsure about anything in the unit**.

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Appropriate people	People to whom you need to report according to legal and organisational requirements
Abuse	Abuse is causing physical, emotional, financial and/or sexual harm to an individual and/or failing/neglecting to protect them from harm. It includes aspects such as failing to acknowledge the basic human rights of individuals
Active support	Working in a way that recognises people have the right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves.
Danger	The possibility that harm may occur
Harm	The effects of an individual being maltreated physically, emotionally, financially exploited or sexually injured or abused
Individuals	People using health, social or care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
Key people	People who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being

HSC24a Relate to and support individuals in a way they choose

Performance Criteria

You need to:

1. find out about, and promote **individuals'** needs, wishes and preferences
2. develop appropriate relationships that enable you to carry out your work activities effectively
3. ask individuals how they want you to carry out your work activities
4. provide **active support** that enables individuals to use their strengths and potential

5. respect individuals choices and desire to care for themselves
6. you work to resolve conflicts and if you cannot, you seek extra support and advice to help you meet individuals needs, wishes and preferences
7. you observe any changes that could affect individuals care needs
8. you report any observed changes to the **appropriate people**

HSC24b Treat individuals with respect and dignity

Performance Criteria

You need to:

1. treat and value each person as an individual
2. respect the dignity and privacy of individuals.
3. respect individuals diversity, culture and values
4. work in ways that:
   - recognise individual beliefs and preferences
   - put individuals preferences at the centre of everything you do
   - do not discriminate against any individual
   - ensure that the service you provide is delivered equally and inclusively
5. provide active support to enable individuals to take as much control as they are able
6. identify and take appropriate action when behaviours and practice discriminate against individuals
7. seek extra support and advice when you are having difficulty supporting equality and diversity
8. ensure individuals have the appropriate information about how to offer comments on the support and care they receive

HSC24c Assist in the protection of individuals

Performance Criteria

You need to,

1. seek and acquire information about:
   - assessment of individuals in relation to actual or likely danger, harm and abuse
   - any difference of views that affect the activities you are responsible for and how to deal with them
   - individuals preferences, abilities and support to cope with actual or likely danger, harm and abuse
   - your specific role in protecting individuals from actual or likely danger, harm and abuse
   - the procedures that you have to follow for working with the danger and harm to the individual or others
2. clarify with individuals your responsibilities to disclose information about actual and likely danger, harm and abuse

3. develop trust with individuals and key people so that they are able to raise and communicate concerns about actual or likely danger, harm and abuse to themselves and others
4. observe any signs or symptoms that indicate that individuals:
   - have been harmed or abused
   - are being harmed or abused
   - are in danger of harm or abuse
5. respond to situations and behaviour in ways that avoid putting yourself and others at unnecessary risk
6. follow legal and organisational procedures and promptly alert appropriate people and organisations when you discover or suspect individuals and others who are in danger
7. record and report the actions you have taken accurately according to legal and organisational requirements

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. You must show that you abide by Codes of Practice and use your knowledge and skills in your every day work. Therefore, when using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role**.

You need to show that you know, understand and can apply in practice:

Values

1. legal and organisational requirements on equality, diversity and discrimination when working with individuals, key people and others.
2. the rights individuals have to:
   - be respected
   - be treated equally and not be discriminated against
   - be treated as an individual
   - be treated in a dignified way
   - privacy
   - be protected from danger and harm
   - be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
   - access information about themselves
   - to communicate using their preferred methods of communication and language
3. the rights and responsibilities individuals have for their own support, care and protection
4. the ways health, social or care values may differ from those of individuals you are working with
5. how to provide active support
6. how to find out and support individuals needs, rights, preferences and well-being

7. methods and ways of working that:
   a. promote equality and diversity
   b. are effective when dealing with and challenging discrimination
   c. recognise and use the power of your position responsibly

Legislation and policy

8. codes of practice and conduct; standards and guidance relevant to the care environment in which you work and to your own and the roles, responsibilities, accountability and duties of others when valuing and respecting people; taking account of their views and preferences and protecting them from danger, harm and abuse
9. current local, UK legislation, and organisational requirements, procedures and practices for:
   a. accessing records and information
   b. recording, reporting, confidentiality and sharing information, including data protection
   c. health, safety and protection of yourself, individuals, key people and others
   d. assessing and managing risks associated with your work
   e. reporting compliments, comments and complaints
   f. dealing with suspicions and disclosure of danger harm and abuse
   g. the protection of individuals from danger, harm and abuse
10. the purpose of, and arrangements for your supervision when dealing with abuse and protection

Theory and practice

11. where to go to access information that can inform your practice
12. factors that can affect the behaviour, skills, abilities and development of individuals with whom you are working
13. actions to take when you observe key changes in the conditions and circumstances of individuals
14. methods that encourage individuals to use their strengths and potential and take as much control over their lives as possible
15. identify factors that may lead to danger, harm and abuse
16. how to protect yourself, individuals, key people and others with whom you work from danger, harm and abuse
17. signs and symptoms of danger, harm and abuse
18. understand the correct actions to take when danger, harm and abuse have been disclosed
19. how to access information that can inform your practice in relation to protecting individuals
20. methods of working with, and resolving conflicts that you are likely to meet within your work
21. recording and reporting requirements for specific individuals