HSC45 **Develop practices which promote choice, well-being and protection of all individuals**

Elements of Competence

HSC45a Develop and maintain effective relationships to promote the individual's choice about their care

HSC45b Promote the individual's rights to expect and receive respect for their diversity, difference and preferences

HSC45c Promote the protection of all individuals

About this unit[1]

For this unit you will need to develop, maintain and evaluate systems and support others to promote the rights, responsibilities, equality and diversity of individuals in making choices about their care and protection.

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.

Actions that could adversely affect the use of evidence in future investigations could include: asking inappropriate and/or leading questions; not following organisational and legal procedures; putting undue pressure on individuals.

Communicate using: the individual's 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.

Danger could be: imminent; in the short term; in the medium term; in the longer term.

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

Key people include: family; friends; carers; others with whom individuals have a supportive relationship.

Risks could include the possibility of: danger, damage and destruction to the environment and goods; injury and harm to people; self-harm; bullying; abuse; reckless behaviour.

Statements that could adversely affect the use of evidence in future investigations: changing information; removing information; adding to information.

Your **knowledge and understanding** for this unit will relate to:

- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work

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

- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and the need for you to be able to work in collaboration with individuals, key people and others within and outside your organisation.

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 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

Abuse	Abuse is causing physical, emotional and sexual abuse; financial abuse; bullying; self-harm; reckless behaviour to an individual and/or failing/neglecting to protect them from harm
Active support	Working in a way that recognises that people have a 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 of harm and abuse happening
Harm	The effects of an individual being physically, emotionally, financially or sexually injured or abused
Evidence based	Practice that is based on evidence, this may be research based evidence and/or knowledge based evidence
Individuals	People using health and 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	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make

[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"

	a difference to their health and well-being
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that 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 they choose • access information about themselves • communicate using their preferred methods of communication and language
Risks	The likelihood of danger, harm or abuse arising from anything or anyone
Role model	When you illustrate best practice through your own behaviour, attitudes, actions and practice. It encourages staff, individuals and others to emulate your model
Signs and symptoms	Physical, behavioural and emotional indicators which may signify possible danger, harm and abuse

HSC45a Develop and maintain effective relationships to promote the individual's choice about their care

Performance Criteria

You need to,

1. develop and maintain relationships with **individuals** and **key people**
2. provide up to date information to support individuals to make informed choices about the care and services they receive
3. work in partnership with individuals, key people and **others** within and outside your organisation to promote the individual's choice about their care
4. support individuals to communicate their views about:
   - their priorities
   - their needs
   - the factors that affect their health and well-being
   - changes that they are experiencing and are likely to experience in the short, medium and long term

   balancing these views with the rights and responsibilities of key people
5. develop solutions to deal with conflicts and dilemmas when promoting the individual's rights and responsibilities
6. seek and use appropriate support:
   - when there are conflicts that you cannot resolve
   - with areas of work that are outside the scope of your responsibility and your competence to deal with

7. act as a **role model** to demonstrate to others how to:
   - respect and balance the views, preferences and wishes of individuals and key people
   - support individuals to have as much control over their lives as possible
   - support individuals to use their strengths and abilities
   - acknowledge the dilemmas individuals face when balancing their own rights, preferences and responsibilities with those of key people and others
8. promote individuals' rights to:
   - comment and complain and you act on complaints in ways that are open, fair and consistent with legal and organisational requirements
   - secure independent advice, support and advocacy when decisions are being made about their lives and futures

HSC45b Promote the individual's rights to expect and receive respect for their diversity, difference and preferences

Performance Criteria

You need to,

1. ensure that you, and others with whom you work:
   - respect the individual's beliefs, culture, values and preferences
   - treat and value each person as an individual
   - acknowledge the diversity of individuals, key people and others
   - respect the dignity and privacy of individuals, key people and others
   - promote equal opportunities for individuals
   - put the individual's needs and preferences at the centre of everything you do
   - provide **active support** that promotes the participation and inclusion of all individuals
   - support anti-discriminatory practice
   - identify and challenge discrimination and oppression
   - ensure information is disclosed only to those who have the right and need to know
2. ensure that you, and others with whom you work, honour work commitments and when this is not possible, explain why
3. demonstrate that you are trustworthy, reliable and dependable and support others to do the same
4. support those who need assistance in exercising their rights
5. seek advice, information and guidance when you are having difficulty implementing systems to promote equality and diversity

HSC45c Promote the protection of all individuals

Performance Criteria

You need to,

1. support individuals to,
   - communicate their fears and knowledge of **risks**, situations, events and personal crises that might result in **danger, harm and abuse**
   - identify, agree and use approaches to manage risks and protect themselves from danger, harm and abuse
2. agree, with individuals and key people, the procedures to follow when situations, events and behaviour occur that could lead to danger and abuse of themselves, key people and others
3. identify and defuse, where possible and safe to do so, situations that might result in danger, harm and abuse to individuals, key people and others
4. ensure that you and those with whom you work can access and understand information about:
   - the legal and organisational requirements for the protection of individuals, key people, themselves and others
   - who can have access to information about actual and suspected harm and abuse
   - how to deal with, record and report on incidents of possible and actual danger, harm and abuse avoiding actions and statements that could adversely affect the use of evidence in future investigations and court
5. contribute to the development of an open environment and relationships in which individuals are able to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution
6. take appropriate and immediate action, following legal and organisational procedures where you or others observe **signs and symptoms** of danger, harm and abuse or where this has been disclosed,
7. ensure that your own and the actions of others, whilst giving priority to the protection of the individuals, avoid actions and statements that could adversely affect the use of evidence in future investigations and court
8. ensure that records and reports are timed, dated, within confidentiality agreements and written according to organisational procedures and legal requirements, avoiding statements that could adversely affect the use of evidence in future investigations and court
9. pass on relevant, accurate, reports and information about suspected abuse within confidentiality agreements and according to legal, organisational, interagency and partnership requirements
10. observe, challenge and report on unsafe practice
11. seek advice, information, guidance and specialist support when you are unable to provide the support needed for the protection of individuals, key people and staff
12. provide support to others to enable them to cope with thoughts and feelings about suspected harm and abuse and to develop practice

13. develop strategies and systems to deal with your own thoughts and feelings and reflect on practices
14. provide **evidenced based** reports, on changes that are needed to systems and structures for the protection of individuals, in accordance with:
    - your role and responsibilities
    - confidentiality agreements
    - legal and organisational requirements

    and avoiding statements that could adversely affect the use of evidence in future investigations and court

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. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.
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, discrimination, **rights**, confidentiality and sharing of information when promoting the choice, well-being and protection of individuals
2. knowledge and practice that underpin the holistic person centred approach which enable you to work in ways that:
   - place the individual's preferences and best interests at the centre of everything you do
   - provide **active support** for the individuals
   - recognise the uniqueness of individuals and their circumstances
   - empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks from danger, harm and abuse
3. methods and ways of working that:
   - support equality and diversity
   - support the rights of people to communicate in their preferred way, media and language
   - are effective when dealing with, and challenging information, documents, systems, structures, procedures and practices that are discriminatory
   - are ethical and adhere to any codes of practice relevant to your work
   - respect other people's ideas, values and principles
4. how to ensure that you and others for whom you are responsible protect the rights and the interests of individuals taking account of any limitations on the individual's rights
5. how to manage ethical dilemmas and conflicts for individuals, those who use services and staff
6. how you and others for whom you are responsible can and should use relationships to promote individuals' rights, choices and well-being

Legislation and organisational policy and procedures

7. codes of practice and conduct, and standards and guidance relevant to your setting and your own and the roles, responsibilities, accountability and duties of **others** when developing practices which promote the choices, well-being and protection of all individuals
8. current local, UK legislation and organisational requirements, procedures and practices for:
   - data protection
   - health and safety
   - risk assessment and management
   - employment practices
   - protecting individuals from danger, harm and abuse
   - making and dealing with complaints and whistle blowing
   - multi-disciplinary and multi-agency working
   - your responsibility for keeping yourself, individuals and others safe
   - developing practices which promote the choices, well-being and protection of all individuals

9. key government initiatives which affect the organisational practices to promote the choice, well-being and protection of all individuals
10. how to access, evaluate and influence organisational and workplace policies, procedures and systems for the choice, well-being and protection of individuals
11. how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when promoting the choice, well-being and protection of individuals
12. policies, procedures, guidance and protocols with the other organisations and professions with whom you work related to promoting the choice, well-being and protection of individuals
13. the purpose of and arrangements for you to provide and receive supervision and appraisal

Theory and practice

14. how and where to access literature, information and support to inform your own and colleagues practice about promoting the choice, well-being and protection of individuals
15. an up to date knowledge of:
    - the literature related to best practice in promoting the choice, well-being and protection of individuals
    - government reports, inquiries and research relevant to promoting the choice, well-being and protection of individuals
    - government reports, inquiries and research into serious failures to protect individuals, families, carers and other key people
16. theories about:
    - how power and influence can be used and abused when managing and processing requests for health and care services
    - multi-disciplinary and multi-organisational working
    - organisational methods, systems and structures
    - human growth and development
    - identity, self-esteem and self-image
    - managing loss and change
    - stress and how it can affect behaviour
    - inter-personal communication
    - promoting the choice, well-being and protection of individuals
17. knowledge of the physical, emotional and health conditions of the individuals with whom you and others are likely to work, how the conditions can affect the individual's behaviour and methods of supporting other staff to observe and use best evidence and knowledge based practice in their work
18. acting as a mentor to assist staff to develop practice in:
    - effective communication and engagement with individuals, key people and others
    - involving individuals in assessing, planning, implementing, reviewing health and care services and plans, taking into account their needs, views, and preferences
    - working with families and carers to support individual people

- working with individuals who have been abused, bullied, persecuted, who are at risk of danger, harm and abuse

19. factors that cause risks and those that ensure safe and effective care for individuals
20. how to recognise; and what the signs and symptoms of danger, harm and abuse may be generally, and specifically for the individuals with whom you work
21. correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed, how to record and report incidents and disclosures
22. the types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
23. the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
24. how and where Information Communication Technologies can and should be used for carrying out your work activities and recording and reporting