

HSC24 Ensure your own actions support the care, protection and well-being of individuals (Level 2 core)

Elements of Competence

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

About this unit

For this unit you must demonstrate that you value and treat people equally and with respect and dignity, encouraging and respecting the individual's 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 the individual's condition, behaviour, appearance or mental state.

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.

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 the individual has a supportive relationship, including people within and outside your organisation who provide health and 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 statement¹, the statement of expectations from carers and people receiving

¹ The key purpose identified for those working in health and social 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"

services, relevant service standards and codes of practice for health and social 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.**

Appropriate people	Those people to whom you need to report according to legal and organisational requirements
Abuse	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
Active support	Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence
Danger	The possibility that harm may occur
Harm	The effects of an individual being physically, emotionally or sexually injured or abused
Individuals	The actual people requiring 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 the individual and their advocate or interpreter
Key people	Are those people who are key to an individual's health and social well-being. These are people in the individual's life 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 show that,

1. you find out about the **individual's** needs, wishes and preferences
2. you develop appropriate relationships that enable you to carry out your work activities
3. you support individuals to identify how they want you to carry out your work activities
4. you provide **active support** that enables individuals to use their strengths and potential
5. you 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 the individual's needs, wishes and preferences
7. you observe any changes that could affect the individual's care needs
8. you report any observed changes to the **appropriate people**

HSC24b Treat individuals with respect and dignity

Performance Criteria

You need to show that,

1. you treat and value each person as an individual
2. you respect the dignity and privacy of individuals.
3. you respect the individual's diversity, culture and values
4. you work in ways that:
 - recognise the individual's beliefs and preferences
 - put the individual's 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. you provide active support to enable individuals to participate as much as they are able
6. you identify and take appropriate action when behaviours and practice discriminate against individuals
7. you seek extra support and advice when you are having difficulty supporting equality and diversity
8. you ensure that individuals have the appropriate information about how to offer comments on their care

HSC24c Assist in the protection of individuals

Performance Criteria

You need to show that,

1. you 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
 - the individual's preferences, abilities and support to cope with actual or likely danger, harm and abuse
 - your specific role in protecting the 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. you clarify with individuals your responsibilities to disclose information about actual and likely danger, harm and abuse
3. you 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. you 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. you respond to situations and behaviour in ways that avoid putting yourself and others at unnecessary risk
6. you promptly alert appropriate people and organisations when you discover or suspect individuals and others who are in danger, within confidentiality agreements and according to legal and organisational requirements
7. you record and report the specific activities that you have carried out to protect individuals and others from danger, harm or abuse, within confidentiality agreements and 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. 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 and discrimination when working with individuals, key people and others.
2. 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 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 care and protection
4. the ways health and social care values may differ from those of the 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:
 - promote equality and diversity
 - are effective when dealing with and challenging discrimination

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 and European legislation, and organisational requirements, procedures and practices for:
 - accessing records and information
 - recording, reporting, confidentiality and sharing information, including data protection

- health, safety and protection of yourself, individuals, key people and others
 - assessing and managing risks associated with your work
 - reporting compliments, comments and complaints
 - dealing with suspicions and disclosure of danger harm and abuse
 - the protection of individuals from danger, harm and abuse
10. the purpose of, and arrangements for your supervision when dealing with abuse and protection

Theories 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 the 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 has been disclosed
19. how to access information that can inform your practice in relation to the 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