430   SUPPORT THE PROTECTION OF INDIVIDUALS, KEY PEOPLE AND OTHERS

Unit overview

Elements of competence

430a   Support individuals to identify and take action to deal with situations, events and behaviour that may result in danger, harm and abuse

430b   Support individuals to evaluate and provide feedback on actions to manage the risk of danger, harm and abuse

430c   Monitor and evaluate systems to protect individuals

About this unit

For this unit you will need to support individuals, key people and others to identify, manage risks and monitor and evaluate systems to protect individuals, key people and others 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.

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 the individual has 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.

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Unit overview (continued)

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; 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[1], 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 receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit 44. If you are working with adults they can be found in unit 45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 44 or unit 45 in your practice and through your knowledge.

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[1]If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2]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"

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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 or reckless behaviour 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 of harm and abuse happening
Harm	The effects of an individual being physically, emotionally, or sexually injured or financial abused
Evidence	This may be research based evidence and/or knowledge based evidence
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
Others	Are other people within and outside your organisation that 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 cared for in a way that meets their needs, takes account of their choices and also protects them - 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

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430a   Support individuals to identify, and take action to deal with situations, events and behaviour that may result in danger, harm and abuse

Performance criteria

You need to show that:

1   You work with **individuals**, **key people** and **others** to identify the type of situations, events and personal crises that might result in **danger**, **harm** and **abuse**

2   You develop positive, trusting and sensitive relationships with individuals, key people and others to enable them to communicate their fears and knowledge of potential and actual danger, harm and abuse

3   You evaluate your own behaviour and actions to ensure that they do not cause, lead to or create situations that may lead to danger, harm and abuse

4   You support individuals and key people to identify situations that might result in danger, harm and abuse

5   You work with individuals to identify and help prevent their behaviour resulting in danger, harm and abuse to themselves and others

6   You identify and take action, when safe to do so, when changes in behaviour and situations may lead to aggression, danger, harm and abuse

7   You identify and diffuse, where possible and safe to do so, situations that might result in danger, harm and abuse

8   You agree with individuals and key people the procedures to follow when situations, events and behaviour occur that could lead to the **risk** of danger, harm and abuse

9   You take action that:
- is appropriate to the significance of the perceived and actual risk
- is consistent with protection procedures
- enables specialists to appraise risks
- does not exasperate the situation or behaviour of individuals, key people and others

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430b   Support individuals to evaluate and provide feedback on actions to manage the risk of danger, harm and abuse

Performance criteria

You need to show that:

1   You work with individuals and key people to identify and communicate how they can monitor and review the effectiveness of actions to prevent danger, harm and abuse

2   You support individuals and key people to:
  - provide feedback about the effectiveness of their own, yours and the actions of others in preventing situations and behaviour that may lead to the risk of danger, harm and abuse
  - identify any actions that have been ineffective and need changing
  - identify what they have learnt from incidents and events leading to situations and behaviour that has led to the risk of danger, harm and abuse

3   You support individuals to identify, agree and use alternative approaches to manage risks and protect themselves from danger, harm and abuse

4   You seek additional support to address situations, actions and behaviour that are outside your competence and role to deal with

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430c   Monitor and evaluate systems to protect individuals

Performance criteria

You need to show that:

1   You monitor the effectiveness of systems to protect people and minimise risks of danger, harm and abuse

2   You support individuals and key people to:
   - identify the strengths of current systems for their protection
   - highlight areas that need improving

3   You ensure that all involved with procedures and practices for the protection of people can access and understand information about:
   - your own and their roles and responsibilities in relation to the protection of individuals, key people and others
   - the legal and organisational requirements for the protection of staff, individuals, key people and others
   - who can have access to information about actual and suspected danger, harm and abuse
   - how to avoid actions and statements that could adversely affect the use of evidence in future investigations and court whilst giving priority to the protection of the individual

4   You work with individuals, key people and **others** to identify the procedures and practices for the protection of individuals, key people and others that are effective, those that need improving and areas where new procedures and practices need to be introduced

5   You evaluate your own and observe and challenge the ineffective practice of others when dealing with the protection of individuals, key people and others from danger, harm and abuse

6   You ensure that legal and organisational requirements for the protection of individuals are complied with, taking appropriate action to deal with non-compliance

7   You use **evidence** to record, report and suggest changes to systems for the protection of individuals in accordance with:
   - your role and responsibilities
   - confidentiality agreements
   - legal and organisational requirements

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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**.

Values

1   Legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting the protection of individuals from danger, harm and abuse
2   Knowledge and practice that underpin the holistic person-centred approach which enable you to work in ways that:
   - place the individuals' 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   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
4   How to manage ethical dilemmas and conflicts for individuals, those who use services and staff when supporting the protection of individuals from danger, harm and abuse
5   How you and others for whom you are responsible can and should use relationships to promote individuals' rights, choices and well-being whilst protecting them from the risk of danger, harm and abuse
6   How to challenge, and support individuals, key people and others to challenge information, documents, systems, structures, procedures and practices that are discriminatory when protecting individuals from danger, harm and abuse

Legislation and organisational policy and procedures

7   Regulation, codes of practice and conduct relevant to yourself and others codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of **others** when supporting the protection of individuals from danger, harm and abuse
8   Current local, UK and European 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
   - the identification and management of risk to individuals, key people and others
   - any special provisions relating to the individuals because of their age or conditions

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Knowledge specification for the whole of this unit (continued)

9 Key government initiatives which affect the organisational practices when supporting the protection of individuals from danger, harm and abuse
10 How to access, evaluate and influence organisational and workplace policies, procedures and systems for the protection of individuals
11 How different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working when supporting the protection of individuals from danger, harm and abuse
12 The purpose of and arrangements for you to provide and receive supervision
13 How to access and record information about risks and incidents of danger, harm and abuse, electronically and manually

Theory and practice

14 How and where to access literature, information and support to inform your own and colleague's practice about the protection of individuals from danger, harm and abuse
15 An up-to-date knowledge of:
   • the literature related to best practice in the protection of individuals from danger, harm and abuse
   • government reports, inquiries and research relevant to the protection of individuals from danger, harm and abuse
   • government reports, inquiries and research into serious failures to protect individuals, families, carers and key people from danger, harm and abuse
16 Theories about:
   • different perceptions of risks and its management among professionals, in different contexts and communities
   • psychological and social explanations of behaviour that presents a risk to individuals, key people, carers and communities
   • management of risk with individuals, key people and others
   • the identification and management of risks to organisations
17 How power and influence can be used and abused when supporting the protection of individuals from danger, harm and abuse
18 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 individuals' behaviour
19 Methods of supporting other staff to observe and use best evidence and knowledge based practice in their work to protect individuals from danger, harm and abuse
20 Working in integrated ways to promote the protection of individuals from danger, harm and abuse
21 Different definitions of risk, factors that cause risks and those that ensure safe and effective care for individuals
22 How to identify and what the signs and symptoms of danger, harm and abuse may be generally, and specifically with the individuals with whom you and your colleagues are working
23 The correct actions to take when you and others suspect danger, harm and abuse and where it has been disclosed and how to record and report incidents and disclosures
24 The types of evidence that is valid in investigations and court, actions and statements that could contaminate the use of evidence
25 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

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Knowledge specification for the whole of this unit (continued)

26 Methods about mentoring colleagues, and supporting individuals and key people to:
- express their wishes, needs and preferences and identify risks of possible danger, harm and abuse
- understand and take responsibility for promoting their own health and well-being and any associated risks
- assess and manage risks to their health and well-being
- prevent, minimise and reduce risks
- use their strengths and experience to promote their protection of individuals from danger, harm and abuse
- address behaviour that presents a risk to them
- learn new ways of responding to risks of and incidents of danger, harm and abuse

27 How and where information communication technologies can and should be used for carrying out your work activities and recording and reporting information relating to the protection of individuals from danger, harm and abuse

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Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria, and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and valued and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

Competences can be demonstrated using a variety of types of evidence from the following:
- **Work products:** these can be any record that you would normally use within your normal role eg Procedures and policies, minutes of meetings and records and monitoring and evaluation reports, feedback records, supervision notes and outline of training plans, etc.
- **Assignment/project:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describe your actions in a particular situation(s) and reflect on the reason(s) for you practicing in that way, in relation to individuals and key people and others.
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.

NB **Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**