3111 PROMOTE THE EQUALITY, DIVERSITY, RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS

Unit overview

Elements of competence

3111a Promote the rights and interests of individuals
3111b Promote the equal treatment of individuals
3111c Promote the individuals’ confidence in you and your organisation

About this unit

For this unit you will be expected to encourage other workers to adhere to the values you demonstrate and support individuals to recognise their own, and the equality, diversity, rights and responsibilities of others.

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.

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.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Your knowledge and understanding for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (eg whether you have responsibility to support the work of others); the individuals, key people and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement\(^1\), 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 34. If you are working with adults they can be found in unit 35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 34 or unit 35 in your practice and through your knowledge.

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\(^1\)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”
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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.

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.

Colleagues
Colleagues can be anyone with whom you work, including, where appropriate any staff for whom you have responsibility. Colleagues can also be people from outside your organisations with whom you are working.

Declare interests
The interests may be: knowledge and relationship with the individual or others; vested interests; past experiences that might affect the way you work with the individuals etc.

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 they choose
- access information about themselves
- communicate using their preferred methods of communication and language.
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3111a Promote the rights and interests of individuals

**Performance criteria**

You need to show that:

1. You work in ways that demonstrates to colleagues how to:
   - respect the dignity and privacy of *individuals*
   - respect and promote the views, choices and wishes of individuals, *key people* and others
   - provide **active support** to enable individuals to participate and to manage their own lives as much as they are able

2. You provide up-to-date information, appropriate explanations and support to enable individuals and key people to:
   - understand their rights and responsibilities
   - acknowledge the complexities of decisions that individuals need to make to balance their rights, preferences and responsibilities
   - to exercise their rights

3. You support the rights of individuals, and demonstrate through your practice how colleagues can support the rights of individuals to:
   - access information about themselves
   - compliment, comment and complain about the services they are receiving and have any comments and complaints taken seriously and responded to appropriately
   - communicate using their preferred method of communication and language
   - make informed choices and decisions about their lives, well-being and about taking and managing potential and actual risks

4. You interpret the rights and responsibilities of individuals in a way that is consistent with the law, regulation and organisational requirements

5. You seek assistance when conflicts arise that you cannot deal with
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3111b Promote the equal treatment of individuals

Performance criteria

You need to show that:

1. You treat and value each person as an individual and support colleagues to do the same
2. You promote equal opportunities for individuals
3. You respect, and support colleagues to respect, the individual’s diversity, culture and values
4. You use your own behaviour and actions, to support colleagues to work in ways that:
   • are consistent with the individual’s beliefs and preferences
   • puts the individual’s preferences at the centre of everything they do
   • acknowledge the diversity of individuals
   • do not discriminate against any individual
   • do not condone discrimination by others
   • challenge behaviours and practice that discriminate against individuals
5. You provide active support to promote the participation, contribution and inclusion of individuals
6. You seek advice when you are having difficulty promoting equality and diversity
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3111c Promote the individuals’ confidence in you and your organisation

Performance criteria

You need to show that:

1. You work, and support colleagues to work in ways that are consistent with the law, regulation and organisational requirements

2. You recognise, and demonstrate to colleagues through your practice, the influence your job role and responsibilities may bring and how to use such influence sensitively and responsibly

3. You demonstrate that you are honest, trustworthy, reliable and dependable and support colleagues to do the same

4. You communicate and work with others to communicate in appropriate, open, accurate and straightforward ways

5. You ensure that you honour your work commitments and support colleagues to do the same

6. You declare interests, and support colleagues to declare interests, that might influence judgements and practice

7. You disclose and encourage others to disclose information only to those who have the right and need to know, once proof of identity has been obtained

8. You ensure confidentiality of information and record and report on your work 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.

Values

1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information

2. How to provide active support and place the preferences and best interest of individuals at the centre of everything you do, whilst enabling them 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 when relating to individuals

3. Dilemmas between:
   - the individual’s rights and their responsibilities for their own care and protection, the rights and responsibilities of key people and your role and responsibilities for their care and protection
   - the individual’s views, preferences and expectations and how these can and are being met
   - your own values and those of the individual and key people
   - your own professional values and those of others within and outside your organisations

4. How to work in partnership with individuals, key people and those within and outside your organisation to enable the individual’s needs, wishes and preferences to be met

5. Methods that are effective:
   - in promoting equality and diversity
   - when dealing with and challenging discrimination

Legislation and organisational policy and procedures

6. Codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for valuing and respecting individuals and key people

7. Current local, UK and European legislation and organisational requirements, procedures and practices for:
   - data protection, including recording, reporting, storage, security and sharing of information
   - health and safety
   - risk assessment and management
   - dealing with comments and complaints
   - the protection of yourself, individuals, key people and others from danger, harm and abuse

8. Working with others to provide integrated services

9. Practice and service standards relevant to your work setting and relating to valuing and respecting individuals

10. The purpose of, and arrangements for your supervision and appraisal
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Knowledge specification for the whole of this unit (continued)

Theory and practice

11 How and where to access information and support that can inform your practice relating to valuing and respecting people
12 How you can access, review and evaluate information about valuing and respecting people
13 Government reports, inquiries and research relevant to valuing and respecting individuals and key people
14 Theories relevant to the individuals with whom you work, about:
   • human rights and responsibilities
   • human growth, development and behaviour
   • enabling individuals to communicate and have their views and preferences heard and taken account of
   • enabling individuals to influence and take responsibility for their own lives
   • conflicts and dilemmas
   • power and how it can be used and abused
15 Role of relationships and support networks in promoting the well-being of individuals
16 Factors that affect the health, well-being, behaviour, skills, abilities and development of individuals and key people with whom you work
17 Methods of supporting individuals to:
   • express their needs and preferences
   • understand and take responsibility for promoting their own health and care
   • identify how their care needs should be met
   • assess and manage risks to their health and well-being
18 Methods that are effective in forming, maintaining and ending relationships with individuals and key people
19 Different ways of communicating with individuals, families, carers, groups and communities about choice, well-being and protection
20 How to work in partnership with individuals, key people and those within and outside your organisation to enable the individual’s needs, wishes and preferences to be met
21 How to work with, and resolve conflicts that you are likely to meet
22 How to help others, use power and influence sensitively and responsibly
Evidence requirements for 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 specifications.
- All evidence should relate to real work activities.
- Direct observation by your assessor and/or expert witness is required for some of the performance criteria for every element in this unit.
- The evidence must, at all times, reflect the policies and procedures of the workplace as linked to current legislation and the values and principles for best practice within the Health and Social Care Sector. This will include National Service Standards for your area of work or client group.

Competence can be demonstrated using a variety of different types of evidence from the following:

- Work products: these can be any record that you would normally use within your normal role eg minutes of staff meetings, review meetings, care plans, records and reports.
- Reflective account: you describing your actions in a particular situation(s) and reflecting on the reason(s) for you practicing in that way, probably in relation to the individuals you work with and their day to day progress in relation to the promotion of equality, diversity and rights.
- Assignment/project: you may have already completed an assignment or project (for example during an HNC, NC, VRQ or BTec course). You could also use evidence of previous in-house training courses or programmes you have completed, for example, moving and handling, First Aid.
- Questioning: you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated thorough observations and reflective accounts. These can be oral or written but evidence of this must be recorded.

NB Confidential records are required in your portfolio, they can remain where they are normally stored and checked by your assessor and internal verifier. If they are included they must be anonymised.