452 CONTRIBUTE TO THE DEVELOPMENT, MAINTENANCE AND EVALUATION OF SYSTEMS TO PROMOTE THE RIGHTS, RESPONSIBILITIES, EQUALITY AND DIVERSITY OF INDIVIDUALS

Unit overview

Elements of competence

452a   Contribute to developing, maintaining and evaluating systems that respect the rights and interests of individuals

452b   Contribute to developing, maintaining and evaluating systems to ensure that everyone is treated equally

452c   Contribute to developing, maintaining and evaluating systems that promote confidence in you and your organisation

About this unit

For this unit you need to be able to develop, maintain and evaluate systems to support work that promotes the rights, responsibilities, equality and diversity of individuals.

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 include: 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 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, 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[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 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 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
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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452a   Contribute to developing, maintaining and evaluating systems that respect the rights and interests of individuals

Performance criteria

You need to show that:

1   You respect, and encourage **others** to respect, the dignity and privacy of **individuals, key people** and **colleagues**

2   You act in ways that demonstrates to others how to:
- 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, providing assistance where requested and necessary
- promote the independence of individuals
- take complaints, comments and suggestions seriously

3   You contribute, and support colleagues to contribute to developing, maintaining and evaluating systems that respect the rights and interests of individuals

4   You recognise dilemmas when promoting the rights and responsibilities of individuals and, where possible, develop appropriate solutions

5   You provide up-to-date information and communicate in ways which enable individuals and key people to:
- understand and exercise their rights and responsibilities
- acknowledge the complexities of decisions that individuals need to make to balance their rights, preferences and responsibilities

6   You support the rights of individuals, and contribute to developing, maintaining and evaluating systems to support individuals to:
- access information about themselves
- make comments and complaints
- make informed choices and decisions about their lives, well-being and how to manage potential and actual risks

7   You support individuals who need assistance to exercise their rights

8   You seek appropriate support when there are conflicts between the individuals' rights and responsibilities that you cannot deal with

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452b Contribute to developing, maintaining and evaluating systems to ensure that everyone is treated equally

Performance criteria

You need to show that:

1 You contribute, and support colleagues to contribute to developing, maintaining and evaluating systems to ensure that:
   - each person is treated and valued as an individual
   - individuals' preferences are placed at the centre of everything that is done
   - equal opportunities are promoted
   - the diversity, cultures and values of individuals and key people are respected
   - the participation, contribution and inclusion of all individuals is promoted
   - active support is promoted to enable individuals to participate to the best of their abilities

2 You use your own behaviour and actions, to support colleagues and others to work in ways that:
   - are consistent with individuals' beliefs and preferences
   - positively recognise the diversity of individuals
   - support anti-discriminatory practice and pro-actively identify and take action to address discrimination and oppression
   - challenge discrimination by individuals and oppression by organisations

3 You seek advice, information and guidance when you are having difficulty implementing systems to promote equality and diversity

4 You check that all information in the organisation recognises and promotes equality and diversity, and take appropriate action with any information that is discriminatory in any way

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452c Contribute to developing, maintaining and evaluating systems that promote confidence in you and your organisation

Performance criteria

You need to show that:

1   You recognise the power and influence your job role and responsibilities may bring and use these sensitively and responsibly

2   You contribute to the development, maintenance and evaluation of systems that enable colleagues to recognise the influence they have, and that enable them to use this influence sensitively and responsibly

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

4   You communicate and support colleagues and others to communicate in appropriate, open, accurate and straightforward ways

5   You contribute to the development, maintenance and evaluation of systems that:
   - enable individuals, key people and others from within and outside your organisation to understand your organisation's policies and procedures on confidentiality and complaints
   - ensure individuals' rights to confidentiality of information are maintained, within confidentiality agreements and according to legal and organisational procedures and requirements
   - ensure work commitments are honoured and, where this is not possible, individuals are informed promptly and sensitively
   - ensure interests are declared that might influence judgements and practice
   - enable you and others to reflect on, and challenge assumptions and ways of working
   - ensure that the rights and needs of individuals are effectively represented, using advocates and interpreters appropriately

6   You contribute to monitoring the effectiveness of equality, diversity and rights policies and procedures with individuals, key people, colleagues and others

7   You provide feedback to improve the effectiveness of policies and procedures on equality, diversity and rights

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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 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 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
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 individuals' rights
5   How to manage ethical dilemmas and conflicts for individuals, those who use services and staff

Legislation and organisational policy and procedures

6   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 developing a culture, systems and practices which promote the choices and well-being of individuals and key people
7   Current local, UK and European legislation and organisational requirements, procedures and practices for:
   - data protection
   - health and safety

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Knowledge specification for the whole of this unit (continued)

- risk assessment and management
- employment practices
- making and dealing with complaints and whistle blowing
- developing practices which promote the choices, well-being and protection of all individuals

8 Key government initiatives which affect the organisational practices to promote the choice, well-being and protection of all individuals

9 How to access, evaluate and influence organisational and workplace policies, procedures and systems for the choice and well-being of individuals

10 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

11 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

Theory and practice

12 How and where to access literature, information and support to inform your and colleagues practice about contributing to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals

13 An up-to-date knowledge of:
- the literature related to best practice in the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals
- government reports, inquiries and research relevant to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals

14 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

15 Acting as a mentor to assist staff to develop practice and support organisational culture, systems and procedures for:
- the 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 individuals
- working with individuals who have been abused, bullied, persecuted, who are at risk of danger, harm and abuse

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Knowledge specification for the whole of this unit (continued)

16 The use of evidence based practice to:
- justify your actions and decisions
- record and report processes and outcomes of your work

17 Factors within the environment which adversely affect the promotion of diversity, inclusivity and equity

18 Factors in the working environment that may be discriminatory and oppressive to the individual's rights and methods of challenging these

19 How systems affect people's rights and the purpose of designing systems which support equality and diversity

20 How to maintain systems which support the promotion of rights, and of equality and diversity of all within the working environment

21 Methods of evaluating the effectiveness of systems that promote an inclusive culture that values and respects all individuals and how to bring about changes

22 The assumptions and oppressions which surround different groups and the ways in which this is built into society and organisations

23 The forms which discrimination may take, the behaviours which may be expressions of these and how they may differ between different groups and in different settings

24 Possible effects of stereotyping, prejudice and labelling on people

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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 workplace as linked to current legislation and the values 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 policies and procedures, records and reports, information documentation, minutes of meetings, reports and records, feedback records, communication records, supervision notes, 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 development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals.
- **Questioning/professional discussion:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrate 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.**