

U22302

Gain access to, and ensure individuals' homes are secure

Unit Descriptor:

This unit describes the competence required to gain access to and ensure individuals' homes are secured.

The unit describes the essential abilities of:

- Correctly following procedures as they relate to accessing and securing individual
- Effectively communicating
- Operating within legal and organisational procedures

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

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| 1. Follow procedures to access and secure individuals' homes | <p>1.1 Find out about and follow:</p> <ul style="list-style-type: none"> • The procedures for accessing individuals' homes. • Individuals' preferences about how you access their homes. • Any special arrangements or features you need to be aware of when accessing individuals' homes. • Any special needs individuals have that you need to be aware of when accessing their homes. • How to identify yourself when you arrive. <p>1.2 Inform individuals and key people about your visit.</p> <p>1.3 Ensure your identification badge is up-to-date and visible.</p> <p>1.4 Follow legal and organisational procedures when:</p> <ul style="list-style-type: none"> • Keys are lost or stolen. • You identify any risks to yourself, individuals, key people and others. |
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- You identify any security risks to the individuals' homes.
 - You are faced with an emergency on entering individuals' homes.
- 1.5 Ensure individuals' homes are secure when you leave the premises.
2. Take appropriate action when you cannot access individuals' homes
- 2.1 When you cannot access individuals' homes you follow organisational procedures to find out if individuals:
- Are not aware of your visit.
 - Are likely to be out.
- 2.2 Examine other possible reasons for not being able to access individuals' homes.
- 2.3 Make further efforts to access the individual's home.
- 2.4 Follow organisational procedures and arrangements agreed with individuals and **key people** when you cannot access individuals' homes.
- 2.5 Contact your manager promptly when you cannot access individuals' homes.
- 2.6 Explain the actions you have taken to gain access to individuals' homes and find out the reasons why this has not been possible.
- 2.7 Agree with your manager further actions to be taken and anyone you should contact.
- 2.8 Record and report on incidents and actions taken when you cannot access individuals' homes, within confidentiality agreements and according to legal and organisational requirements.
3. Review procedures for accessing and securing individuals' homes
- 3.1 Support individuals and **key people** to understand any difficulties you are having in accessing and ensuring the security of individuals' homes.

- 3.2 Provide feedback on access and security difficulties to the appropriate people.
- 3.3 Work with individuals, key people and others to identify:
 - Any risks associated with being unable to access and secure individuals' homes.
 - How access and security difficulties could be overcome.
- 3.4 Report to your manager any actions you and others have taken to resolve access and security difficulties.
- 3.5 Review with your manager, individuals, key people and others changes needed to enable you to access and secure individuals' homes.
- 3.6 Carry out and report on any agreed changes for accessing and securing individuals' homes, within confidentiality agreements and according to legal and organisational requirements.

RANGE STATEMENT

You must cover the items below:

Element 1: Follow procedures to access and secure individuals' homes**A. Key people:** *(Applies to Elements 2 and 3 also)*

- (i) family
- (ii) friends
- (iii) carers
- (iv) others with whom the individual
has a supportive relationship

UNDERPINNING KNOWLEDGE AND SKILLS**Values**

1. Legal and organisational requirements on equality, diversity, discrimination and **rights** when gaining access to individuals' homes.

Legislation and organisational policy and procedures

2. Codes of practice and conduct; standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for accessing and securing individuals' homes.
3. Current local legislation and organisational requirements, procedures and practices for:
 - accessing records and information about accessing and securing individuals' homes
 - recording, reporting, confidentiality and sharing information, including data protection
 - health, safety, assessing and managing risks associated with accessing and securing individuals' homes
 - health, safety and security in the home
 - accessing and ensuring individuals' homes are secure
4. How to access up-to-date copies of the organisation's workplace policies, procedures and systems about accessing and using keys to individuals' homes.

Theory and practice

5. Actions to take when, on accessing an individual's home, you find any key changes in the condition and circumstances of individuals.
6. Where to go to access information and procedures for accessing and securing the homes of the individuals with whom you work.
7. The differing access procedures for specific individuals and the reasons for these.
8. Why it is important to:
 - Follow procedures for accessing and securing individuals' homes and the possible consequences of not doing this
 - Wear an up-to-date identification badge that is visible
 - Inform individuals and key people when you will be visiting

9. Actions to take:
 - when you are unable to access and secure individuals' homes
 - when keys are lost or stolen
10. Reasons why you might not be able to access individuals' homes.
11. Emergencies that may face you when accessing individuals' homes.
12. How to contribute to reviewing access and security procedures and arrangements with individuals, key people and others.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

- You must provide your assessor with evidence for ALL of the performance criteria, all of the knowledge and the parts of the range that are relevant to your job role.
- The evidence must reflect the policies and procedures of the work place and be linked to current legislation, values and the principles of best practice within the Health and Social Care sector.
- All evidence must relate to your own work practice.
- It is important that you collect evidence from a number of sources, these must include direct observation by an assessor.

(2) Methods of Assessment**The following forms of evidence are required:**

- **Direct observation:** your assessor or an expert witness must observe you in real work activities which provide a significant amount of the performance criteria for most of the elements in this unit, for example, how you ensure that you are working safely and that you respect the needs and wishes of the individual as you work in their home. You will need to show how you identify yourself on entering an individual's home and that you ensure you are wearing up-to-date identification which is clearly displayed.
- **Personal statement/professional discussion:** you should describe your actions in a particular situation and explain why you did things, for example, what procedure you would follow to make sure the way that you enter the individual's home has been agreed with them and that you are following agency policy and procedures. You will need to talk about any tensions that exist between the wishes of the individual and agency guidelines.
- **Questioning:** to assess your underpinning knowledge, your assessor will ask you questions about your work and about the policies and procedures you have learned as part of your job. Either you or your assessor will need to record the questions and your answers.

Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:

- **Witness testimony:** this is a confirmation that, for example, you are aware of health and safety in your work practices. It could be written by your line manager, another assessor, a member of the team you work with or an individual you are caring for.

- **Assignment/project:** you may have been on a course, for example, First Aid, risk assessment training, and have completed some assessment at the end of the course. You can use this as evidence of knowledge.
- **Work products:** if you have written a report, for example, an entry in the accident/incident book, your assessor may be able to use this as evidence for your NVQ.
- **Performance evidence should be demonstrated on at least three (3) occasions.**

(3) Context of Assessment

- Simulation is NOT allowed for any part of this unit.