

Standard 5: Work in a Person-Centred Way

The learner is able to:

- ✔ 5.1 Understand person-centred values
- ✔ 5.2 Understand working in a person-centred way
- ✔ 5.3 Demonstrate awareness of the immediate environment and make changes to address factors that may be causing discomfort or distress
- ✔ 5.4 Make others aware of any actions they may be undertaking that are causing discomfort or distress
- ✔ 5.5 Support individuals to minimise pain or discomfort
- ✔ 5.6 Support individuals to maintain their identity and self-esteem
- ✔ 5.7 Support the individual using person-centred values

5.1 | Understand person-centred values

We all have our own values that we have developed through our lives as a result of family and childhood experiences, friendships and relationships. Our values are also influenced by what we read in magazines and papers and what we see on television. Just as there are many different faiths and cultures with different belief systems, there are many different values and opinions that individuals may hold.

As a worker in care, you are expected to promote person-centred values in your everyday work. It is your responsibility not to push your own values onto the individuals you support, but to protect the rights of the individuals you support to have their own beliefs and values.

An individual may choose to keep their bread in the refrigerator. Although you may believe this is not the best place to store bread, you can explain your reasons to the individual as to why you wouldn't keep it there, but you may not force your view upon them and remove the bread from the fridge just because you think it is best.



Can you think of a time you've been told that something you disagree with is 'best for you'?

Supporting an individual in a person-centred way is not a question of being in charge or in control. The individual should be encouraged to make their own choices and decisions.

It is important to remember that these principles are part of your everyday work.

The government first set out its ideas for personalisation in a document called 'Valuing people: a new strategy for learning disability for the 21st century', which was published in 2001. It set out the five core principles, which are:

1. The individual is at the centre

If someone is in the centre of something, they are the most important person. This means that other people cannot be more powerful or make decisions about the individual's life that they do not agree with.

Some ways of making sure this happens are:

- ✔ The individual chooses who is involved and who to invite to meetings
- ✔ The individual is asked what they want
- ✔ The individual chooses where and when meetings are held

2. Family members and friends are key partners in planning

Person-centred planning is about supporting people to be part of their community. Friends, family and others may be important people in an individual's lives. Their views and ideas can help people to develop their plans.

3. The plan shows what is important to the key person (now or for the future). It shows their strengths and what support they need

Person-centred planning is a way of understanding more about an individual and their life. As people plan together, important things can happen:

- ✔ Supporters may change what they think about an individual and what they can do
- ✔ People make friends and build relationships with each other
- ✔ People involved are able to work better together to make things happen

The person-centred plan will then describe what is important to the individual, their strengths and the support they need to make things happen.

4. The plan helps the individual to be a part of their community and helps the community to welcome them. It is not just about services. It shows what is possible, not just what is on offer

Person-centred planning is about everyone working together to make things happen. The plans should always help the individual be more involved in their community. This means that services will only be a part of what individuals want and need. Most important is for individuals to plan the type of life they want.

5. Things do not just stop when the first plan is written. Everyone involved keeps on listening, learning and making things happen. Putting the plan into action helps the person to achieve what they want out of life

Person-centred planning is not something that just happens once. Individuals change as their experiences change. The support and help they need may also change. Person-centred planning is a promise to people that problems can be solved and differences can be worked out. It means that everyone needs to work together to make changes happen:

- ✔ In the individual's life
- ✔ In their community
- ✔ In organisations and services

5.1a | Describe how to put person-centred values into practice in their day to day work

Think about the following words and how they are related to each other:

- ✔ Choice and independence
- ✔ Privacy and respect
- ✔ Individuality and dignity

All of these are rights that we are all entitled to. By understanding these values and working within them, we will be working in a person-centred way.



Write down four things that a carer would have to take into account to be able to look after you in a person-centred way:

Individuality – Seeing a person as an individual is an important aspect of showing them respect and dignity. By recognising their unique personality, character, abilities and skills you begin to see them individually and not just part of a group of, for example, 'old people', or 'service users'.

Rights - Recognising that we all have rights as a human being is fundamental to recognising that we are all important members of society. Rights can range from everyday human rights to civil and legal rights. Legal and civil rights help to stop discrimination and promote equality.

Choice – Choosing whether or not to have an item is not a full choice. If we give individuals more information about choices available and the implications of making those choices, we can ensure they are making an *informed choice* that is right for them.

Privacy - Privacy is linked with respect and dignity. It is a basic human right for everyone and, just as we would not want someone denying us our privacy by walking into our bedroom without knocking, we may not deny individuals their privacy.

Independence - One of the major ways of being as independent as possible is being allowed to take acceptable risks. We all take risks every day, every time we put the kettle on, we take a risk. It is nearly impossible for an individual to develop new skills, or indeed keep old ones, without taking risks, making mistakes and trying again.

Dignity – Dignity is a mark of our self-worth. Undermining an individual’s self-worth by, for example, talking about an individual in front of them and talking on their behalf when they are able to talk for themselves, would be failing to give them respect and could undermine the individual’s self-worth. The way we talk to, or about each other and our use of language can show how much respect we give each other.

Respect - We all have a right to be treated with respect, which reinforces our feelings of self worth and self esteem. We must also respect an individual’s beliefs and values.

Partnership – Working in partnership means working together with the individual, other people, health professionals or agencies towards the common goal of fulfilling the individual’s needs, wishes and desires. In order to do this effectively, we must communicate, co-ordinate and co-operate with each partner.



Who are some of the other partners you will be working with?

Equality - Means ensuring everyone has the same opportunities and is treated equally, despite any difference.

Diversity - We must value people’s difference and not discriminate against them because of it. It is important that we recognise what an individual *can do* rather than what they can’t.

Rights – As a citizen, our rights are protected by the Human Rights Act 1998. These rights protect everyone from harm, as well as our right to a fair trial and other entitlements. In addition to the Human Rights Act, there are a number of laws that are in place to protect us, to make sure we are treated fairly and not discriminated against.

Person-centred values also means making sure that individuals have access to the information and advice they need to make good decisions about their care and support. It also means giving people the means to be able to care for themselves as far as reasonably possible. Examples of how we might use person-centred values to adjust how we support someone in our care are:

- ✔ Adaptations to their home, such as adding a handrail to allow them to climb the stairs whenever they want
- ✔ Assistive Technology, including calendar clocks and automatic lighting
- ✔ Aid sensors, for example, panic buttons, gas sensors, ‘out of bed’ sensors

If you think an individual you support may benefit from having aids, adaptations, equipment or assistive technology, discuss this with your senior or manager. It is important to remember that there may be costs involved. The individual would also need to be supported in learning how to use the new aid or equipment.

5.1b | Describe why it is important to work in a way that promotes person-centred values when providing support to individuals

For a long time, especially in the medical world, the illness or condition that a person was suffering from would be treated, rather than the person who had the illness. We all respond and behave in different ways and so the same treatment may not be right for everyone. Treating an individual holistically, or by taking into account not only their condition but also who they are, their wishes and desires, their beliefs, their values, their family – the things that are important to them, is treating people in a person-centred way.

By only treating the illness, and not recognising the person behind the illness, we devalue that person and take away their individuality. It has been shown through research that we heal more slowly if we are not treated in a person-centred way or by having our values and beliefs recognised and valued. We feel good about ourselves when people recognise us and value us for the individual we are. We feel happier, more confident and are more able to with illnesses, conditions, or life in general.



Think of something you have done at work that made you feel good about yourself:

Within a few days of starting work supporting people in care, it should be clear to you that everyone you work with is an individual with their own particular likes, dislikes, strengths, weaknesses and personality. As a support worker you should always focus on the individuals you are supporting rather than the needs of the group of people, for example in a residential care home. You, and the people you work with, should have the wishes, desires, interests and needs of each person you support as a top priority in your daily work.

5.1c | Identify ways to promote dignity in their day to day work

The Social Care Institute for Excellence (SCIE) has established that there are 8 key components to promoting and maintaining dignity in care. These are:

- 1. Choice and Control** – Helping individuals to be able to make choices about the way they live and the care they receive.
- 2. Communication** - Speaking to people respectfully and listening to what they have to say, making sure there is clear communication between individuals and workers, partners and organisations.
- 3. Eating and Nutritional Care** - Providing a choice of nutritious, appetising meals that meet the needs and choices of individuals, and support with eating where needed.
- 4. Pain Management** - Ensuring that individuals living with pain have the right help and medication to reduce suffering and improve their quality of life.
- 5. Personal Hygiene** - Enabling individuals to maintain their usual standards of personal hygiene.
- 6. Practical Assistance** - Enabling individuals to maintain their independence by providing 'that little bit of help'.
- 7. Privacy** – Respecting an individual's personal space, privacy in personal care and confidentiality of personal information.
- 8. Social Inclusion** - Supporting individuals to keep in contact with family and friends and to participate in social activities.



Mrs Sohel doesn't seem to wear tights anymore although she always used to. She is complaining of having cold legs. She has said she doesn't want anyone helping her with personal care and has given up wearing tights because she can no longer reach to put them over her feet. She wants to remain independent and refuses assistance with personal care.

What ways could assist Mrs Sohel with wearing tights again, without taking away her independence?

5.2 | Understand working in a person-centred way

5.2a | Describe the importance of finding out the history, preferences, wishes and needs of the individual

When you are supporting an individual, it is important that you get to know their likes and dislikes, history, preferences, wishes and needs. Without this knowledge you will not be able to provide the best care for them. It is possible that an individual may not like the food you prepare for them or they may not be able to eat it. This might be because they have false teeth and cannot eat hard and crunchy items. If, for example, you prepare them a crusty roll, this would not only leave them hungry, but could remind the individual of things they can no longer do.

An individual's care plan should tell you all you need to know about them in order to provide their care, but it is important that you build an appropriate professional relationship so that you can talk with them about things that are important in that individual's life.

For example, an individual who used to be a nurse may comment on the way you do things. You may feel they are being critical of you, but remember that just because an individual may not be working anymore, they still have the knowledge from their past. They may have strong opinions on how they like things to be done. We must respect their wishes in order to be person-centred and promote their independence.

The failure to provide the care that an individual needs, wishes and desires can lead to them having feelings of low self-worth and depression.

5.2b | Explain why the changing needs of an individual must be reflected in their care and/or support plan

An individual's care plan should be a living document, so that it changes as and when necessary. Remember, individuals change as their experiences change and therefore the support and help they need may also change. Sometimes changes in a care plan are temporary, other times they are ongoing. Any change in an individual's needs must be noted in the care plan, and arrangements made for the individual's changing needs to be met.

5.2c | Explain the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care

Just as it is important to make sure that we support and meet the needs of the individual on a day to day basis, we must also work with them to ensure that the rest of their life will be lived how they wish. It is therefore important that we know what kind of support an individual will want if they develop a terminal illness or have a medical emergency. Some individuals discuss with their doctors that they would like to have a 'do not attempt resuscitation' form (DNAR) and this must be acknowledged in order to abide by the individual's wishes.

Even though it may be a difficult subject to discuss, we must be aware that for some individuals we support, appropriate consideration of their death must be given. Any wishes they have for their end of life plan must be put in place. Planning ahead for the future in this way is called Advanced Care Planning. The kind of things an individual may want to include in their advanced care plan might be:

- ✔ Concerns or solutions about practical issues, for example who will look after a pet should the individual become ill
- ✔ How the individual might want any religious or spiritual beliefs they hold to be reflected in their care
- ✔ The name of a person/people they wish to act on their behalf at a later time
- ✔ Their choice about where they would like to be cared for - at home, in a hospital, nursing home or a hospice
- ✔ Their thoughts on different treatments or types of care that they might be offered

Whilst these are often subjects we would prefer not to discuss, enabling individuals to plan for their future enables their choice.

5.3 | Demonstrate awareness of the individual's immediate environment and make changes to address factors that may be causing discomfort or distress

5.3a | Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include:

- Lighting
- Noise
- Temperature
- Unpleasant odours

Our home environment is a very important place. You have probably decorated your home as you like it, or have ideas of things you would like to do to make it more homely for you.

If an individual's home environment is changed for any reason, it can feel less homely and comforting which in turn may make that individual upset and reduce their wellbeing. It is important to make sure that everything an individual needs is accessible within their environment as far as possible, including access to items for personal care needs, televisions, radios, food and drink as well as neighbours, community and transportation for visits out.

If you work in residential care or a day centre, it is important the environment is welcoming for individuals so that they feel comfortable. Can they access the toilets easily? Do they need aids? Are drinks offered often? Do staff look happy and friendly?

It is important to ask the individual if there is anything they would like us to change, that we can change.

You will be observed in your workplace in order to demonstrate this objective

5.3b | Report any concerns to the relevant person. This could include:

- Senior member of staff
- Carer
- Family member

You will be observed in your workplace in order to demonstrate this objective

5.4 | Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals

5.4a | Raise any concerns directly with the individual involved

5.4b | Raise any concern with the correct supervisor/manager

5.4c | Raise any concerns via other channels or systems, e.g. at team meetings

You will be observed in your workplace in order to demonstrate these objectives

5.5 | Support individuals to minimise pain or discomfort

5.5a | Ensure that where individuals have restricted movement or mobility that they are comfortable

5.5b | Recognise the signs that an individual is in pain or discomfort. This could include:

- Verbal reporting from the individual
- Non-verbal communication
- Changes in behaviour

5.5c | Take appropriate action where there is pain or discomfort. This could include:

- Re-positioning
- Reporting to a more senior member of staff
- Giving prescribed pain relief medication
- Ensuring equipment or medical devices are working properly or in the correct position, e.g. wheelchairs, prosthetics, catheter tubes

5.5d | Remove or minimise any environmental factors causing pain or discomfort. These could include:

- Wet or soiled clothing or bed linen
- Poorly positioned lighting
- Noise

You will be observed in your workplace in order to demonstrate these objectives

5.6 Support individuals to maintain their dignity and self-esteem

5.6a Explain how individual identity and self-esteem are linked to emotional and spiritual wellbeing

In supporting individuals it is important that we don't just support their physical needs, but their emotional and spiritual requirements as well. Wellbeing is seen when an individual is able to freely express emotion, feels part of a community and can participate in meaningful, chosen activities. Signs of wellbeing may include that the individual:

- ✔ Can communicate wants, needs and choices
- ✔ Expresses creativity
- ✔ Has a sense of purpose
- ✔ Shows pleasure or enjoyment
- ✔ Is cooperative and/or helpful

The opposite of wellbeing is ill-being, when a person feels low self-esteem. An individual might show signs of ill-being by being withdrawn, not initiating conversation, or not joining in activities.

By looking at the signs of wellbeing, we can see that they are linked to a sense of identity and self-esteem, or feeling good about ourselves. If we lose confidence by, for example, failing at an activity, our feelings of self-esteem are reduced and we feel less good about ourselves. Any changes to any of those factors linked to wellbeing may threaten how we feel, for example, changes in:

- ✔ The ability to carry out activities
- ✔ The local environment, including facilities, amenities and standards
- ✔ Family and social networks
- ✔ The living environment including cleanliness, conditions and facilities
- ✔ Income and standard of living
- ✔ The ability to make choices and have control over our lives
- ✔ Life changes such as traumatic or disruptive events

Spiritual wellbeing is an integral part of mental, emotional and physical health. It can be associated with a specific religion, but does not have to be. Through spiritual wellbeing, individuals can become empowered and realise that they are not defined by their circumstances. Benefits of spiritual wellbeing can include:

- ✔ Feeling content with your life's situation
- ✔ Taking time to reflect and resolve life's issues
- ✔ Taking part in an active lifestyle rather than merely standing by and watching life as it passes

- ✔ Maintaining balance and control of life
- ✔ Building relationships
- ✔ Feeling purpose and meaning in life

Emotional wellbeing is based on how individuals feel about themselves. Someone who is emotionally healthy:

- ✔ Understands and adapts to change
- ✔ Copes with stress
- ✔ Has a positive outlook on life and themselves
- ✔ Has the ability to love and care for others
- ✔ Can act independently to meet his or her own needs

Sometimes an individual's self-esteem (the way they feel about themselves) can become so low that everything seems a lot harder to cope with compared with when they are feeling confident.

Being emotionally healthy doesn't mean that you feel happy all the time – it's about having lots of different emotions, and being able to accept them and talk about them. Signs that individuals are not coping well emotionally might include having a lack of self-confidence, having trouble with relationships or feeling unhappy a lot of the time.

From what you have already learned about person-centred approaches to care, you can see that person centeredness is about supporting someone to achieve all these levels.

In assisting an individual to maintain their own social and community networks, it is necessary to make sure, as far as possible, that they can access and use services such as transport, leisure, education, housing, health and opportunities for employment regardless of age or disability. By encouraging and supporting individuals to keep in contact with their neighbours, friends and local community services, their self esteem and sense of belonging is promoted. For example, if an individual was a regular churchgoer and used to be able to drive themselves but can no longer do so, it may be possible to arrange for someone to come and collect them.

5.6b | Demonstrate that their own attitudes and behaviours promote emotional and spiritual wellbeing

It is important that the individuals we support make choices through having all the unbiased and factual information they need in order to make the right choice for them. By influencing them with our views or opinions we are not giving them actual facts, but our opinion of what we would want or do. This could lead to frustration, resentment, and the individual not fulfilling their full potential because our views are holding them back.

How we behave towards an individual may change how they feel about themselves, as well as how they feel about us. You have a duty to follow your organisation's code of conduct as well as The Code of Conduct for Healthcare Support Workers and Adult Social Care Workers, which sets out the behaviours expected of you. A negative attitude will show in your work and may adversely affect the individuals you support who may feel they cannot talk to you about their needs. You may be honest about how you are feeling, e.g. tired, but be careful not to bring any personal concerns or anxieties to work so that you can create a supportive nurturing environment for the individual. You are supporting them in their environment and it should be a place they can relax and enjoy their daily activities.

You will be observed in your workplace in order to demonstrate this objective



How would you feel if someone made choices for you based on their own values and opinions rather than yours?

5.6c | Support and encourage individuals' own sense of identity and self-esteem

Maintaining and promoting independence will give an individual a sense of achievement and can improve self esteem. It means the individual does not feel totally dependent because they can still do something for themselves, even if it is just walking a few steps or managing their personal care with little assistance. If the individual needs supervision to make sure they are safe whilst carrying out an activity, you can observe them and use the time to make conversation with them, rather than them feeling they are being watched. Remember to ask permission to touch anything that belongs to the individual and ask if they need help with opening mail. They are an individual, and acknowledging this in these and other ways promotes the sense of identity and respects their privacy.

If, instead of supporting independence and encouraging the individual to do as much as they can, you do everything for them, they will lose skills and may become totally dependent upon your support and feel they are unable to do anything for themselves.

The promotion and maintenance of independence is one of the most important aspects of supporting an individual, regardless of who it is that you are looking after. It should form the basis of your relationship with the individual and they will appreciate it.

You will be observed in your workplace in order to demonstrate this objective

5.6d | Report any concerns about the individual's emotional and spiritual wellbeing to the appropriate person. This could include:

- Senior member of staff
- Carer
- Family member

You will be observed in your workplace in order to demonstrate this objective

5.7 | Support the individual using person-centred values

5.7a | Demonstrate that your actions promote person-centred values including:

- Individuality
- Independence
- Privacy
- Partnership
- Choice
- Dignity
- Respect
- Rights

You will be observed in your workplace in order to demonstrate this objective

Standard 5: Work in a Person-Centred Way

The learner is able to:

- ✔ 5.1 Understand person-centred values
- ✔ 5.2 Understand working in a person-centred way
- ✔ 5.3 Demonstrate awareness of the immediate environment and make changes to address factors that may be causing discomfort or distress
- ✔ 5.4 Make others aware of any actions they may be undertaking that are causing discomfort or distress
- ✔ 5.5 Support individuals to minimise pain or discomfort
- ✔ 5.6 Support individuals to maintain their identity and self-esteem
- ✔ 5.7 Support the individual using person-centred values

Employee name:		Employer name and workplace:	
Start Date:			
Care Certificate Outcome		Assessor signature	
5.1	Understand person-centred values		
5.1a	Describe how to put person-centred values into practice in their day to day work		
5.1b	Describe why it is important to work in a way that promotes person-centred values when providing support to individuals		
5.1c	Identify ways to promote dignity in their day-to-day work		
5.2	Understand working in a person-centred way		
5.2a	Describe the importance of finding out the history, preferences, wishes and needs of the individual		
5.2b	Explain why the changing needs of an individual must be reflected in my care and/or support plan		
5.2c	Explain the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care		
5.3	Demonstrate awareness of the individuals immediate environment and make changes to address factors that may be causing discomfort or distress		
5.3a	Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include: <ul style="list-style-type: none"> • Lighting • Noise • Temperature • Unpleasant odours 		
5.3b	Report any concerns they have to the relevant person. This could include: <ul style="list-style-type: none"> • Senior member of staff • Carer • Family member 		
5.4	Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals		
5.4a	Raise any concerns directly with the individual concerned		
5.4b	Raise any concern with my supervisor/manager		
5.4c	Raise any concerns via other channels or systems, e.g. at team meetings		
5.5	Support individuals to minimise pain or discomfort		
5.5a	Ensure that where individuals have restricted movement or mobility that they are comfortable		
5.5b	Recognise the signs that an individual is in pain or discomfort. This could include: <ul style="list-style-type: none"> • Verbal reporting from the individual • Non-verbal communication • Changes in behaviour 		

5.5c	Take appropriate action where there is pain or discomfort. This could include: <ul style="list-style-type: none"> • Re-positioning • Reporting to a more senior member of staff • Giving prescribed pain relief medication • Ensure equipment or medical devices are working properly or in the correct position, e.g. wheelchairs, prosthetics, catheter tubes 	
5.5d	Remove or minimise any environmental factors causing pain or discomfort. This could include: <ul style="list-style-type: none"> • Wet or soiled clothing or bed linen • Poorly positioned lighting • Noise 	
5.6	Support the individual to maintain their identity and self-esteem	
5.6a	Explain how individual identity and self-esteem are linked to emotional and spiritual wellbeing	
5.6b	Demonstrate that their own attitudes and behaviours promote emotional and spiritual wellbeing	
5.6c	Support and encourage individuals' own sense of identity and self-esteem	
5.6d	Report any concerns about the individual's emotional and spiritual wellbeing to the appropriate person. This could include: <ul style="list-style-type: none"> • Senior member of staff • Carer • Family member 	
5.7	Support the individual using person-centred values	
5.7a	Demonstrate that their actions promote person-centred values, including: <ul style="list-style-type: none"> • Individuality • Independence • Privacy • Partnership • Choice • Dignity • Respect • Rights 	
<p>I am satisfied that the evidence of learning meets the required standard:</p> <p>Assessor signature: _____ Date: _____</p> <p>Print name: _____</p> <p>Employee signature: _____</p>		

5.1 Understand person-centred values

5.1a | Describe how to put person-centred values into practice in their day to day work

'Individuality' means ...

I promote this in my everyday work by ...

'Rights' means ...

I promote this in my everyday work by ...

'Choice' means ...

I promote this in my everyday work by ...

'Promoting independence' means ...

I promote this in my everyday work by ...

'Privacy' means ...

I promote this in my everyday work by ...

'Dignity' means ...

I promote this in my everyday work by ...

'Working in partnership' means ...

I promote this in my everyday work by ...

5.1b | Describe why it is important to work in a way that promotes person-centred values when providing support to individuals



5.1c | Identify ways to promote dignity in their day to day work

A large, empty rectangular box with a thin black border, intended for the user to write their response to the prompt above.

5.2 Understanding working in a person-centred way

5.2a | Describe the importance of finding out the history, preferences, wishes and needs of the individual

5.2b | Explain why the changing needs of an individual must be reflected in their care and/or support plan

Why are care and/or support plans important?

When should care and/or support plans be updated?

Whose responsibility is it to update care and/or support plans in your work setting?

5.2c | Explain the importance of supporting individuals to plan for their future wellbeing and fulfilment, including end of life care

Explain what 'advance care planning' is:

What kind of information will be in an end of life plan?

Why is it important to advance plan?

5.3 Demonstrate awareness of the individual's immediate environment and make changes to address factors that may be causing discomfort or distress

5.3a | Take appropriate steps to remove or minimise the environmental factors causing the discomfort or distress. This could include:

- **Lighting**
- **Noise**
- **Temperature**
- **Unpleasant odours**

Date of observation:

Assessor signature:

Employee signature:

5.3b | Report any concerns to the relevant person. This could include:

- **Senior member of staff**
- **Carer**
- **Family member**

Date of observation:

Assessor signature:

Employee signature:

5.4 Make others aware of any actions they may be undertaking that are causing discomfort or distress to individuals

5.4a | Raise any concerns directly with the individual involved

Date of observation:
Assessor signature:
Employee signature:

5.4b | Raise any concern with the correct supervisor/manager

Date of observation:
Assessor signature:
Employee signature:

5.4c | Raise any concerns via other channels or systems, e.g. at team meetings

Date of observation:
Assessor signature:
Employee signature:

5.5 Support individuals to minimise pain or discomfort

5.5a | **Ensure that where individuals have restricted movement or mobility that they are comfortable**

Date of observation:

Assessor signature:

Employee signature:

5.5b | **Recognise the signs that an individual is in pain or discomfort. This could include:**

- **Verbal reporting from the individual**
- **Non-verbal communication**
- **Changes in behaviour**

Date of observation:

Assessor signature:

Employee signature:

5.5c | **Take appropriate action where there is pain or discomfort. This could include:**

- **Re-positioning**
- **Reporting to a more senior member of staff**
- **Giving prescribed pain relief medication**
- **Ensuring equipment or medical devices are working properly or in the correct position, e.g. wheelchairs, prosthetics, catheter tubes**

Date of observation:

Assessor signature:

Employee signature:

5.5d | **Remove or minimise any environmental factors causing pain or discomfort. These could include:**

- **Wet or soiled clothing or bed linen**
- **Poorly positioned lighting**
- **Noise**

Date of observation:

Assessor signature:

Employee signature:

5.6 Support individuals to maintain their dignity and self-esteem

5.6a | Explain how individual identity and self-esteem are linked to emotional and spiritual wellbeing

What is meant by the term 'emotional wellbeing'?

What is meant by the term 'spiritual wellbeing'?

How are individual identity and self-esteem important to spiritual and emotional wellbeing?

How does low self-esteem affect an individual's wellbeing?

5.6b | Demonstrate that their own attitudes and behaviours promote emotional and spiritual wellbeing

Date of observation:
Assessor signature:
Employee signature:

5.6c | Support and encourage individuals' own sense of identity and self-esteem

Date of observation:
Assessor signature:
Employee signature:

5.6d | Report any concerns about the individual's emotional and spiritual wellbeing to the appropriate person. This could include:

- **Senior member of staff**
- **Carer**
- **Family member**

Date of observation:
Assessor signature:
Employee signature:

5.7 Support the individual using person-centred values

5.7a | Demonstrate that your actions promote person-centred values including:

- **Individuality**
- **Independence**
- **Privacy**
- **Partnership**
- **Choice**
- **Dignity**
- **Respect**
- **Rights**

Date of observation:

Assessor signature:

Employee signature:

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