

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Privacy and Dignity

Unit Reference Number: T/651/0283

Level: Two (2)

Credit Value: Three (3)

Minimum Guided Learning Hours: 27

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the principles that underpin privacy and dignity in care	1.1 Explain what is meant by privacy and dignity
	1.2 Outline situations where an individual's privacy and dignity could be compromised
	1.3 Describe different ways to maintain privacy and dignity of individuals in your care and support
2. Be able to maintain the privacy and dignity of the individuals in their care	2.1 Demonstrate that your actions promote and maintain the privacy and dignity of individuals
	2.2 Describe why it is important not to disclose anything about the individual that they may wish to be kept private , unless it is appropriate to do so
3. Know how to support an individual's right to make choices	3.1 Outline ways of supporting individuals to make informed choices.
	3.2 Describe how risk assessment processes can be used to support the rights of individuals to make their own decisions
	3.3 Explain why your own personal views must not influence an individual's own choices or decisions
	3.4 Explain why there may be times when you need to support an individual to question or challenge decisions made about them by others

4. Be able to support individuals in making choices about their care	4.1 Demonstrate how to support individuals to make informed choices
	4.2 Use risk assessment processes to support the rights of individuals to make their own decisions
	4.3 Ensure your own personal views do not influence an individual's own choices or decisions
5. Understand how to support active participation	5.1 Explain how valuing individuals contributes to active participation
	5.2 Explain how to enable individuals to make informed choices about their lives
	5.3 Outline a range of ways you can support active participation with individuals
	5.4 Describe the importance of enabling individuals to be as independent as possible and to maintain their own network of relationships and connections with their community
6. Be able to support individuals in active participation of their own care	6.1 Demonstrate how to support the active participation of individuals
	6.2 Describe how your own personal views could restrict the individual's ability to actively participate

Indicative Content

LO1 **Individual and Individuals:** A person accessing care and support. The individual, or individuals will normally refer to the person or people that the learner is providing care and support for.

Criteria 1.3 Could include but not limited to:

- using appropriate volume to discuss the care and support of an individual
- discussing care and support activities in a place where others cannot overhear
- using the individual's preferred form of address/name
- making sure doors, screens, or curtains are in the correct position
- getting permission before entering someone's personal space
- knocking before entering the room
- ensuring any clothing is positioned correctly
- ensuring the individual is positioned appropriately, and the individual is protected from unnecessary exposure of any part of their body they would not want others to be able to see
- supporting the individual with their identity e.g., personal appearance
- providing consideration of the individuals preferred routine and personal space

LO2 **Individual and Individuals:** A person accessing care and support. The individual, or individuals will normally refer to the person or people that the learner is providing care and support for.

Private: Could include but not limited to: health condition, sexual orientation, personal

history and social circumstances.

Criteria 2.1 Could include but not limited to:

- using appropriate volume to discuss the care and support of an individual
- discussing care and support activities in a place where others cannot overhear
- using the individual's preferred form of address/name
- making sure doors, screens, or curtains are in the correct position
- getting permission before entering someone's personal space
- knocking before entering the room
- ensuring any clothing is positioned correctly
- ensuring the individual is positioned appropriately, and the individual is protected from unnecessary exposure of any part of their body they would not want others to be able to see
- supporting the individual with their identity e.g., personal appearance
- providing consideration of the individuals preferred routine and personal space

LO3 **Individual and Individuals:** A person accessing care and support. The individual, or individuals will normally refer to the person or people that the learner is providing care and support for.

Others: In this context, may include but is not limited to:

- carers, loved ones, family, and friends
- colleagues in the setting
- professionals from other services.

LO4 **Individual and Individuals:** A person accessing care and support. The individual, or individuals will normally refer to the person or people that the learner is providing care and support for.

Risk Assessment Processes: Should include being able to use the risk assessment process positively to enable individuals to take risks they choose (positive risk taking).

LO5 **Individual and Individuals:** A person accessing care and support. The individual, or individuals will normally refer to the person or people that the learner is providing care and support for.

Active participation: A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Connections: Could include family, friends, loved ones and their community

LO6 **Individual and Individuals:** A person accessing care and support. The individual, or individuals will normally refer to the person or people that the learner is providing care and support for.

Active participation: A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.

Assessment Guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge

within the real work environment.