

The CARE CERTIFICATE

Privacy and Dignity

- What you need to know

Standard



Privacy and dignity



Two important values when providing care and support are:

- **Privacy:** giving someone space where and when they need it
- **Dignity:** focusing on the value of every individual
 - Respecting their views, choices and decisions
 - Not making assumptions about how they want to be treated
 - Working with care and compassion
 - Communicating directly with the individual whenever possible.

The safeguarding and wellbeing of individuals are very important. As far as possible, you should get to know each individual; their background and ideas, wishes, likes and dislikes. You should always provide personalised care and support that puts an individual at the centre of their care. You should enable them to be as independent as possible and respect their privacy and dignity. Working in this way reduces the risk of an individual being treated in a way that is degrading or harmful.



Privacy of information

Part of providing good care and support involves building trust and confidence and having the best interests of individuals in mind. Take great care not to discuss personal information where others might overhear or by using too loud a voice. Personal information includes things like their health conditions, sexual orientation, personal history or social circumstances. Individuals may tell you other private information that they trust you to keep to yourself. Unless it is necessary to pass this on for health and social care reasons it will help to build trust if you keep this confidential.

Confidentiality is a very important right of individuals who receive care and support. Information should always be shared on a need-to-know basis only, for example with other workers involved in their care. You should not share information with anybody else, even the person's family or friends, without their permission. For example, an individual may not want a friend to know about their health or if they have been unhappy.

There might be occasions when an individual does not want to share information that you feel is important for other workers to know so that they are provided with the care and support they need. It is important that you explain this to the individual concerned; giving your reasons. Try to find agreement over the level of information they are willing for you to pass on. If you still feel that this is not in their best interests talk to your manager about the dilemma you are facing. They will help you judge whether you should tell the individual that you must pass something on in the best interests of their care and support.



Privacy and dignity in care and support

Individuals should always feel safe and comfortable. Talk with them or look at their care plan to find out how they want to be treated in different situations. In particular, it is important to find out how the individual would like their carer, family members or friends to be involved or kept up to date about their care and support. They may want to be totally responsible themselves for passing on information or about how far they want to involve them in their personal care or life. You should respect and support them in their choice which will sometimes involve having to sensitively challenge the assumptions that others have made.

Each individual has a different view of what they see as their personal space so it is important to find out from them what is comfortable for them. In general these are some examples of ways that you should protect their privacy:

- Always ask individuals before touching them in any way
- Knock on the door or speak before you enter the particular space or room they are in
- If your role involves supporting individuals to wash or dress make sure you protect their dignity and privacy by making sure curtains, screens or doors are properly closed
- Clothing or hospital gowns should always be arranged in a dignified way
- If someone needs support to go to the toilet they should not have to wait or be left too long for you to return.

In each workplace, issues about privacy and dignity will vary so make sure you understand what they are by talking with other workers or your manager.



Making choices

To promote the dignity of all individuals they should be fully involved in any decision that affects their care, including personal decisions (such as what to eat, what to wear and what time to go to bed), and wider decisions about their care or support.

Choices can only be made if people have information. If they know the options, the risks and possible implications they can make the choice that is right for them. This is 'informed' choice. Sometimes decisions are difficult even when an individual has all the information they can. There are a number of ways that you could help the individual to make an informed choice. You can explain information, find people who can share their experiences or ask for the help of specialist workers. It might also support them to involve other people they trust like friends or relatives. An advocate might be an additional option to help someone to make a decision where they need additional help to understand and consider their options and the risks.

Sometimes an individual may not be able to understand and retain the information they need to make a decision or communicate their choice. If this is the case they may lack the mental capacity to make the decision.

The individual may be able to make day-to-day decisions for example what to wear and what they want to eat, but not able to make complex decisions for example about money or medical issues. In situations where you are not entirely sure about the individual's capacity, please seek additional advice or guidance.

Risk assessment

When looking at options, risk assessments are a legal requirement and will give clear guidance on how to keep people safe and prevent danger, harm and accidents. Every individual should have a risk assessment as part of their care, support, rehabilitation or treatment plan. This will have information on the person's daily care and support, for example personal hygiene or mobility, and how best to protect them and others from harm.



A risk assessment contains information on possible hazards to do with the care and support provided and steps that need to be taken to control any risks.

The Health and Safety Executive (HSE) propose five steps to risk assessments:
www.hse.gov.uk/risk/controlling-risks.htm

1. Identify the hazards.
2. Decide who might be harmed and how.
3. Evaluate the risks and decide on precautions.
4. Record your findings and implement them.
5. Review your assessment and update if necessary.

If a new activity is going to be introduced, the five steps of risk assessment must be followed first.



Everyone's choices are shaped by things like their background, values, culture, religion or past experiences. Equally, everyone has the right to weigh up and take risks that they believe will make their life enjoyable and worthwhile. As a worker you can give your view but it is the individual's right to make a choice and take any risks once they understand all the information available and are fully aware of the risks. Risk enablement involves supporting individuals to identify and assess their own risks and then enabling them to take the risks they choose.

The person centred approach in health and social care tries to involve the individual in the planning of their care and support as much as possible. However, there might be times when someone is unhappy with decisions that have been made on their behalf or with the choices they are offered. If this is not within your power to change you should tell them about their right to complain and support them to follow the complaints procedure.

Supporting active participation

Active participation is a way of working that supports an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is an active partner in their own care or support rather than being passive. The individual is the expert who knows best the way of life that matters to them and the worker listens and takes this into account at all times. For example, when it is a birthday or a special occasion, asking an individual if and how they would like to celebrate rather than making assumptions or telling others about the occasion without their permission. Taking control of their care and support helps an individual build their identity and self-esteem. You should also keep equality and diversity in mind, giving every individual an equal opportunity of achieving their goals, valuing their diversity and finding solutions that work for them.

Selfcare

The ability to have control and care for oneself contributes to privacy and dignity. Skills for Care and Skills for Health have developed the Common Core Principles for Self Care. The purpose of the principles is to enable all those who work in health and social care to make personalised services a reality. They put people at the centre of the planning process, and recognise that they are best placed to understand their own needs and how to meet them. You can find them here: www.skillsforcare.org.uk/Skills/Self-care/Self-care.aspx

When working in health or social care you need to be positive, open-minded and show respect for other people's attitudes and beliefs, especially when they differ from your own. Your job is to care for the physical, emotional and spiritual wellbeing of an individual and allow them, as far as possible, to live their life the way they choose or to get back to the best health possible to allow them to do this.

Prejudice and stereotyping have no place in health or social care and should always be challenged. Reflecting on your own attitudes and beliefs is crucial to making sure that you do not allow them to affect your quality of work.



Stereotyping

To have an opinion about a group and applying this to anyone belonging to this group, for example no woman can park a car.

Prejudice

This could mean to not like someone just because of the group they belong to.

There will be times when you face problems about how you can provide the best care and support and need to ask advice from others. It is important that you share any concerns about privacy or dignity with your manager and always follow your agreed ways of working.

The CARE CERTIFICATE

Privacy and Dignity

- What do you know now?

Standard



Activity 7.1a



In relation to care practice, **describe** what is meant by the terms privacy and dignity:

Describe - to describe means to create a picture with words but not simply writing a list of bullet points.

Privacy is...

Dignity is...

Activity 7.1b

As healthcare support workers and adult social care workers, you will be providing care to individuals who have a range of different needs, wishes and preferences and in situations which may be sensitive, personal or challenging. In the table below, list situations where an individual's privacy and dignity could be compromised and then for each one **describe** how you would maintain their privacy and dignity. An



Describe: to describe means to create a picture with words but not simply writing a list of bullet points. details like why and how.

Situations when an individual's privacy and dignity could be compromised	Describe how you would maintain the individual's privacy and dignity in this situation
1. When entering the space, bedside, cubicle, room, home that an individual is in	The code of conduct for healthcare support workers and adult social care workers states that I must gain consent before providing care and support to an individual. Therefore, I must always make my presence known and ask if the individual is happy for me to enter the space they are in
2.	
3.	
4.	
5.	

Activity 7.2c



It is essential that you do not disclose anything about an individual that they wish to be kept private, unless it is appropriate to do so.

Explain why this is so important, you could include the following in your answer:

Explain - to explain something you will need to provide a clear account of your understanding including details like why and how.

Health condition

Sexual orientation

Personal history

Social circumstances

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Activity 7.3a



There are a number of ways that you can help individuals to make informed choices.

Describe three different ways in the boxes below: an example has been provided for you.

Describe - to describe means to create a picture with words but not simply writing a list of bullet points.

1. Provide as much information as possible

2.

3.

Activity 7.3b & c



Risk taking, risk assessment and risk enablement are three terms that you should be familiar with as a care worker. Familiarise yourself with these terms and answer the two questions below:

1. How can risk assessment be used to support the right of individuals to make their own decisions?

2. Why must you ensure that your personal views do not influence an individual's own choices or decisions?

Activity 7.3d



Part i) For each of the statements below, decide whether you need to support the individual to question or challenge the decision (tick your option):

Describe - to describe means to create a picture with words but not simply writing a list of bullet points.

	Would you support the individual to question or challenge the decision?	
An individual has been transferred to a new service or situation without being informed of the change	YES	NO
An individual has consented to being referred to a speech therapist for support after a stroke	YES	NO
An individual's diet plan has been changed but they are not sure why	YES	NO

Part i) Thinking about the statements above, **describe** why you would need to support individuals to question or challenge decisions made about them by others. Include the following in your answer:

Confidence

Self-esteem

Person centred care

Empower

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Activity 7.4d

As part of your duty of care, you have a responsibility to support individuals to question or challenge the decisions that are made about them by others, especially if these decisions have been made without their involvement or consent. For the two examples below, state how you would support the individuals to question or challenge the decision and also **describe** how you would report your concerns to a relevant person:



Describe: to describe means to create a picture with words but not simply writing a list of bullet points. details like why and how.

	State how you would support the individual to question or challenge the decision	Describe how you would report any concerns you have to the relevant person (this could include a senior member of staff, carer or family member)
Example 1: An individual tells you that their medication has been changed and they are experiencing side effects; they think this is because of another pre-existing condition.		
Example 2: One of the individuals you support who has dementia has been declined access to a service or activity as it is believed it may cause unwanted negative emotions.		

Activity 7.5a, b & d



Valuing the individuals you care for and support makes a very important contribution to encouraging active participation.

Part ii) Complete the table below to show how you can support active participation for the individual involved:

	Explain how you would enable the individual to make informed choices about their lives	Why is it important to enable the individual to develop skills in self-care?	Why is it important to enable the individual to maintain their own network of friends within their community?
A young ex-serviceman is being rehabilitated in hospital after receiving significant trauma to both legs. He is soon to return home to his wife and children with support of an occupational therapist to ensure his home is equipped with the correct services to continue his rehabilitation. Prior to sustaining his injuries, he was engaged in many social activities and enjoyed sports such as basketball and surfing.			

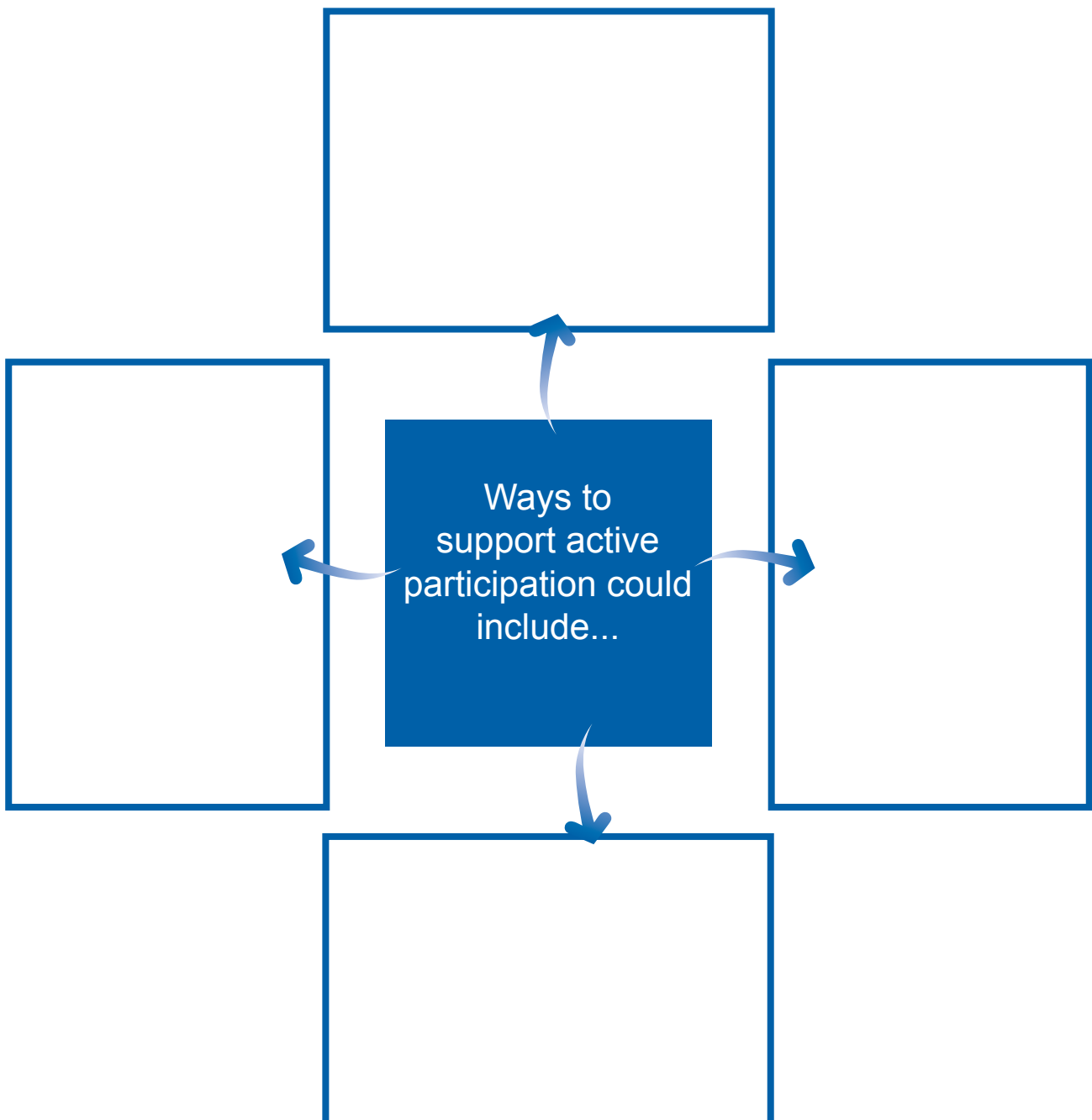
Describe the importance of how valuing individuals, such as the one above, helps to contribute to and encourage active participation. You could use the example to help you **describe** your points:

Describe - to describe means to create a picture with words but not simply writing a list of bullet points.

Activity 7.5c

Complete the diagram below to **list** other ways you can use to support active participation:

List - this term means to identify the main points which can be written as bullet points



Reflection: reflection is the process of thinking about your experiences in an critical way to explore what you could do differently, improve on or remember for next time. A reflective account could include:

Care Certificate *progress log, mapping and sign-off document*

Standard Number: 7

Standard Title: Privacy and Dignity

Document guidance

This document provides an overview of the outcomes and assessment criteria for Standard 7: Privacy and Dignity. It identifies the criteria within the Standard that should have been achieved upon successful completion of the underpinning knowledge within the Care Certificate workbook. Employees must demonstrate their competence in practice in order to fully achieve this Standard of the Care Certificate.

This progress log and sign-off document should be completed jointly by the employee and the manager/supervisor/assessor to confirm that all outcomes and criteria have been achieved in practice in the work setting. Supplementary evidence can be attached to demonstrate achievement and it is suggested to do so as good practice.

This document also provides an outline of the suggested mapping of outcomes and criteria within Standard 7: Privacy and Dignity of the Care Certificate to the recommended Qualifications and Credit Framework (QCF) unit, the National Minimum Training Standards for Healthcare Support Workers and Adult Social Care Workers in England and the Common Induction Standards. This document does not necessarily indicate direct mapping of criteria and therefore assessors and/or managers should ensure they follow the guidance below. Please note that when the term assessor is used throughout this document this could be the manager, supervisor or assessor and will be decided by the employing organisation.

This document should always be used in conjunction with the guidance provided in the Care Certificate Framework Technical Document.

Guidance for assessors

Assessors must ensure that the learner has produced evidence for each assessment criterion that is valid, authentic, reliable, current and sufficient. Therefore assessors **must not assume** that if the mapping document indicates a criterion could have already been achieved, the mapped criteria within the QCF unit should automatically be awarded. Learners and assessors are responsible for ensuring that the outcomes and criteria within the QCF unit and standards below have been achieved to the required standard. For reference, within the column that refers to coverage of the relevant QCF unit, a **P** indicates that the Care Certificate criteria provides partial coverage of the relevant criteria within the QCF unit, whereas an **F** indicates full coverage.

The **Assessment method used** column is included to allow assessors to provide evidence of the type of assessment method that has been used to assess the Care Certificate criteria. This is likely to be noted as the Care Certificate Workbook, however if further evidence is also provided this could include professional discussion, observation, question and answer, e-learning, witness testimony etc. This column can also be completed to evidence competency using these example assessment methods.

The **Evidence location** column is included to provide a clear signpost to where the learner's evidence can be found. This may be within a portfolio of evidence, a continued professional development (CPD) file or electronically via e-learning or e-portfolio.

Unit number	Unit title	Level	Credit
A/601/8140	Implement person-centred approaches in health and social care	2	5
Y/601/8145	Promote person-centred approaches in health and social care	3	6

Care Certificate Standard 7 Outcome	Care Certificate Standard 7 Criteria	Knowledge/ Competence	Question within workbook	QCF unit: Implement person- centred approaches in health and social care P = Partial F = Full	QCF unit: Promote person- centred approaches in health and social care P = Partial F = Full	National Minimum Training Standards: Standard 7 – Person-centred care and support, Standard 8	Common Induction Standards: Standard 7 – Person-centred support, Standard 8 – Health and safety in an adult social care setting	Assessment method used	Evidence location	Sign-off initials	Date
7.1 Understand the principles that underpin privacy and dignity in care	7.1a Describe what is meant by privacy and dignity	K	7.1a	AC1.1 – P		7.1.1 7.1.2 7.1.3	S7 – 1.1 S7 – 1.2				
	7.1b List situations where an individual's privacy and dignity could be compromised	K	7.1b and c			7.1.1 7.1.2 7.1.3	S7 – 1.1 S7 – 1.2				
	7.1c Describe how to maintain privacy and dignity in the work setting	K	7.1b and c			7.1.1 7.1.2 7.1.3 8.3.3	S7 – 1.3 S8 – 3.3				
7.2 Maintain the privacy and dignity of the individual(s) in their care	7.2a Demonstrate that their actions maintain the privacy of the individual. This could include: • Using appropriate volume to discuss the care and support of an individual • Discussing the individuals care and support in a place where others cannot overhear	C		AC2.1 – P AC2.2 - P	AC2.1 – P AC2.2 – P AC2.3 – P	7.2.1 7.2.2 8.3.3	S7 – 2.1 S7 – 2.2 S7 – 2.3 S8 – 3.3				

	7.2b Demonstrate that the privacy and dignity of the individual is maintained at all times being in line with the person's individual needs and preferences when providing personal care. This could include: • 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, hospital gowns are positioned correctly • The individual is positioned appropriately and the individual is not exposing any part of their body they would not want others to be able to see	C		AC2.1 – P AC2.2 – P	AC2.1 – P AC2.2 – P AC2.3 – P	7.2.1 7.2.2 8.3.3	S7 – 2.1 S7 – 2.2 S7 – 2.3 S8 – 3.3				
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	7.2c Explain 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. This could include: • Health condition • Sexual orientation • Personal history • Social circumstances	K	7.2c	AC2.2 – P	AC2.1 – P AC2.2 – P AC2.3 – P	7.2.1 7.2.2	S7 – 2.1 S7 – 2.2 S7 – 2.3				
	7.2d Report any concerns they have to the relevant person. This could include: • Senior member of staff • Carer • Family member	C									
7.3 Support an individual's right to make choices	7.3a Describe ways of helping individuals to make informed choices	K	7.3a	AC5.1 – P	AC5.1 – P	7.5.1	S7 – 5.1				
	7.3b Explain how risk assessment processes can be used to support the right of individuals to make their own decisions	K	7.3b and c	AC5.2 – P	AC5.3 – P	7.5.2	S7 – 5.2				

	7.3c Explain why personal views must not influence an individual's own choices or decisions	K	7.3b and c	AC5.3 – P		7.5.3	S7 – 5.3				
	7.3d Describe why there may be times when they need to support an individual to question or challenge decisions made about them by others	K	7.3d	AC5.4 – P	AC5.4 – P	7.5.4	S7 – 5.4				
7.4 Support individuals in making choices about their care	7.4a Demonstrate how to support individuals to make informed choices	C		AC5.1 – F	AC5.1 – F	7.5.1	S7 – 5.1				
	7.4b Ensure any risk assessment processes are used to support the right of individuals to make their own decisions	C		AC5.2 – F	AC5.3 – P	7.5.2	S7 – 5.2				
	7.4c Ensure their own personal views do not influence an individual's own choices or decisions	C		AC5.3 – P		7.5.3	S7 – 5.3				
	7.4d Describe how to report any concerns they have to the relevant person. This could include: • Senior member of staff • Carer • Family member	K	7.4d								

7.5 Understand how to support active participation	7.5a Describe the importance of how valuing people contributes to active participation	K	7.5a, b and d	AC4.1 – P	AC4.1 – P	7.4.1	S7 – 4.1				
	7.5b Explain how to enable individuals to make informed choices about their lives	K	7.5a, b and d			7.4.2	S7 – 4.2				
	7.5c List other ways they can support active participation	K	7.5c			7.4.3	S7 – 4.3				
	7.5d Describe the importance of enabling individuals to develop skills in self-care and to maintain their own network of friends within their community	K	7.5a, b and d		AC4.3 – P AC4.4 – P	7.4.4	S7 – 4.4				
7.6 Support the individual in active participation in their own care	7.6a Demonstrate that they can support the active participation of individuals in their care	C		AC4.3 – P	AC4.4 - P						
	7.6b Reflect on how their own personal views could restrict the individual's ability to actively participate in their care	K	7.6b	AC4.2 – P							

	7.6c Report any concerns to the relevant person. This could include: • Senior member of staff • Carer • Family member	C									
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Declaration of completion

I confirm that the evidence provided by the employee meets the full requirements for **Standard 7: Privacy and Dignity of the Care Certificate**.

Employee signature:

Name of assessor*:

Assessor* signature:

Completion date:

*The Assessor can be your Manager, Supervisor or someone else authorised by your employing organisation. This individual provides confirmation that all learning outcomes and assessment criteria for the Care Certificate standard identified above have been completed and signed off by an authorising person.