

## **H5S5 04 (SCDHSC0332) — Promote Individuals' Positive Self Esteem and Sense of Identity**

### **Overview**

This standard outlines the requirements when promoting individuals' self-esteem and sense of identity. This includes working with individuals to identify difficulties associated with their self-esteem and sense of identity and supporting them to implement strategies likely to develop more positive self-images. It also includes working together to evaluate strategies and the support provided.

## **Additional Information**

### **Scope/range related to Performance Criteria**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**NOTE:** Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

The **individual** is the person you support or care for in your work.

**Key people** are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

**Strategies** may include approaches, methods and activities.

## **Scope/range related to Knowledge and Understanding**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard.**

### **Factors that may affect the health, wellbeing and development of individuals**

**may include:** adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

### **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 20 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Support individuals to identify their strengths and needs relating to self-esteem and identity

	Performance Criteria	Evidence Number where this criteria has been met
1	Support the <b>individual</b> to identify things that have an impact, positive or negative, on their self-esteem and self-image.	
2	Support the individual to identify aspects of their culture and personal history that are important to their identity.	
3	Support the individual to identify the interests, experiences and abilities they have that are important to their self-esteem and sense of identity.	
4	Support the individual and <b>key people</b> to <b>communicate</b> concerns about the individual's self-image and self-esteem and the impact on their wellbeing.	
5	Establish with the individual and key people the outcomes that they wish to achieve in relation to self-esteem and identity.	
6	Seek support where there are signs that low self-esteem, self-image and sense of identity are damaging the individual's wellbeing in ways that are beyond your expertise to address.	

## Support individuals to develop more positive self-esteem and self-image

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
7	Ensure that your own work with the individual always respects their culture and builds upon their identity, experiences, expertise and abilities.	
8	Use naturally occurring opportunities to explore with the individual how they can enhance their self-esteem and a positive self-image.	
9	Work with the individual to identify the aspects of their life that can be built upon to develop their self-esteem and a positive self-image.	
10	Support the individual to identify the aspects of their life which have a negative impact on their self-esteem and which can be changed.	
11	Work with the individual, key people and <b>others</b> to select <b>strategies</b> for building on positive aspects of the individual's life and making changes to negative aspects.	
12	Agree with the individual and others the level and type of support required to enable the strategies to be implemented.	
13	Carry out your agreed role in supporting the individual to implement the strategies and develop their self-image.	

**Work with individuals to evaluate support for developing positive self-esteem and sense of identity**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
14	Work with the individual and key people to identify how they can participate in evaluating the support provided to meet outcomes in relation to positive self-esteem and sense of identity.	
15	Support the individual to evaluate the benefits and any detrimental effects of the strategies adopted and the support provided.	
16	Support the individual to identify the level and type of support they require to continue maintaining their self-esteem and sense of identity in the future.	
17	Collate feedback from the individual, key people and others to inform the evaluation.	
18	Contribute to the evaluation of the strategies adopted and the support provided.	
19	Agree what works well and what needs to be changed in future.	
20	Complete records and reports on actions, processes and outcomes from working with the individual to address relationship problems, in accordance with legal and work setting requirements.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 40 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person-centred working and the importance of knowing and respecting each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	How to challenge poor practice.	



### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory

21	The nature and impact of <b>factors that may affect the health, wellbeing and development of individuals</b> you care for or support.	
22	Theories underpinning our understanding of human development and factors that affect it.	

### Personal and professional development

23	Principles of reflective practice and why it is important.	
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### Communication

24	Factors that can affect communication and language skills and their development in individuals.	
25	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

### Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

## Safe-guarding

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

### Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number            where this knowledge            point has been met</b>
35	How and where to access information and support that can inform your practice about supporting individuals' self-esteem and identity needs.	
36	How to support the individuals with whom you work to develop a positive sense of identity, self-image and self-esteem, taking account of their needs and circumstances and any changes that are still likely to occur.	
37	Ways in which people with profound and multiple disabilities can be supported to develop a positive self-image and self-esteem.	
38	Ways in which individuals' culture and life experiences can inform their sense of identity.	
39	The importance of demonstrating positive regard for individuals and the impact on their self-esteem where positive regard is lacking.	
40	How individuals with a low sense of identity, self-image and self-esteem can be more open to exploitation and ways that such exploitation can be prevented.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	