SEATON VALLEY HIGH SCHOOL

TOPIC AREA 2: PERSON-CENTRED VALUES

R032: Principles of care in health and social care settings

AIM FOR DISTINCTION*

Person-centred values: principles that put the individual's needs, wishes and preferences at the centre of care.

2.1 VALUES AND HOW PROVIDERS APPLY THEM



CARE VALUES

What they mean in practice: care is tailored to the individual.

Individuality: Tailor meals to identity, beliefs and preferences.

Choice: Offer suitable options and respect the person's selection.

Rights: Uphold entitlements, including confidentiality and protection.

Independence: Encourage tasks the person can manage, with suitable support.

Privacy: Close the door or curtain during personal care.

Dignity: Cover the person's body and avoid embarrassment.

Respect: Listen to views and honour beliefs, even if different.

Partnership: Agree care with the person and others involved.

Encouraging decision-making: Explain options to support informed care decisions.



THE 6Cs

Practitioner qualities

Care: Meet needs, e.g. suitable meals.

Compassion: Show kindness and empathy.

Competence: Use appropriate knowledge and skills.

Communication: Explain clearly and listen.

Courage: Speak up about unsafe practice.

Commitment: Keep improving and follow through.

Keep them distinct
Competence = capability.
Commitment = dedication.

2.2 BENEFITS OF APPLYING VALUES



FOR SERVICE USERS

The people receiving care

Consistent standards of care.
Better quality care.
Maintained or improved quality of life.
Opportunities to develop strengths.



FOR SERVICE PROVIDERS

The staff delivering care

Clear expectations about care standards.
Greater job satisfaction.
Maintained or improved quality of life.
Support for choice and consultation.
Developing professional skills.
Sharing effective practice.

Same standards; tailored care.

2.3 EFFECTS WHEN VALUES ARE NOT APPLIED



P - PHYSICAL

Pain from missed treatment; worsening illness; malnutrition; dehydration; injuries.



I - INTELLECTUAL

Limited progress or skills; unfulfilled potential; reduced concentration; insufficient mental stimulation.



E - EMOTIONAL

Upset, depression, anger, frustration, stress, low self-esteem or feeling inadequate.



S - SOCIAL

Exclusion, loneliness, reduced interaction, poor social skills or withdrawal.

AIM FOR DISTINCTION*: precise knowledge + relevant application + developed reasoning

ANSWER THE COMMAND

Identify/state: name the requested item.
Describe: give relevant detail.
Explain: show why or how.
Analyse: connect causes and effects.
Evaluate: weigh factors and justify a judgement.
Develop the examples requested.

ORIGINAL PRACTICE: ANALYSE EMOTIONAL EFFECTS

Scenario: Maya lives in a residential home. Staff repeatedly ignore her request to choose painting.
Question: Analyse two emotional effects of not applying choice and respect.

Low self-esteem: Ignoring Maya's choices can suggest her views do not matter. This may make her feel inadequate and less confident about expressing preferences.

Frustration: Failing to respect Maya's views removes control over her day. She may become angry because she cannot influence an activity that matters to her.

EXAMINER CHECKS

1. Match the requested person: user or provider.
2. Use the PIES category asked for.
3. Link a neglected value to its consequences.
4. Use relevant scenario facts and develop each required example.
5. Explain effects; a list of feelings is not analysis.

Sources: OCR J835 specification v6 (June 2026), pp.19-20; R032 Jan 2024 Q3, June 2024 Q3, Jan 2025 Q6 mark schemes/reports; NHS 6Cs.
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