

Pharmacy

Walk-In Centre

Independent:

Recall what you already remember about each setting.

You could include...

- A description
- Which services are offered
- Which members of staff you might find there

In Pairs:

Share any information you may have missed - *highlight this in a different colour*

As a class:

Use whiteboards to tell me where each service user should go

Healthcare Settings



Dental Practice

GP Surgery

Health Centre

Hospital

Nursing Home

Opticians





SPEED
LIMIT

NO
TURN
ON RED

WESTERN









Social Services

Support Group

Independent:

Recall what you already remember about each setting.

You could include...

- A description
- Which services are offered
- Which members of staff you might find there

In Pairs:

Share any information you may have missed - *highlight this in a different colour*

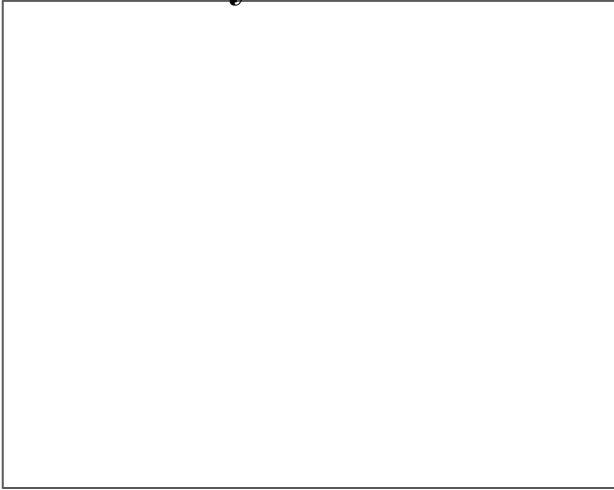
As a class:

Use whiteboards to tell me where each service user should go

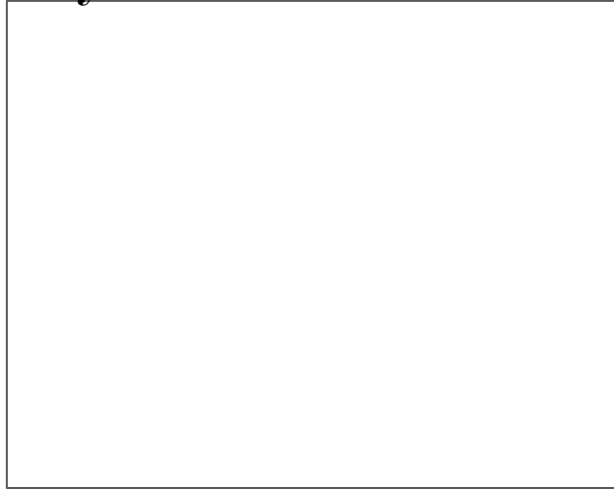
Social Care Settings



Community Centre



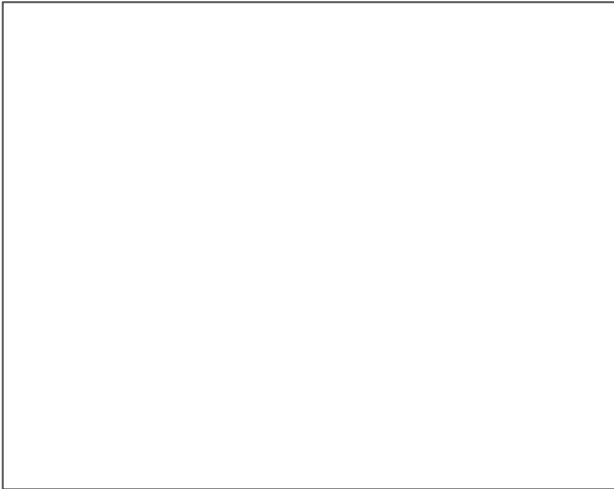
Day Centre



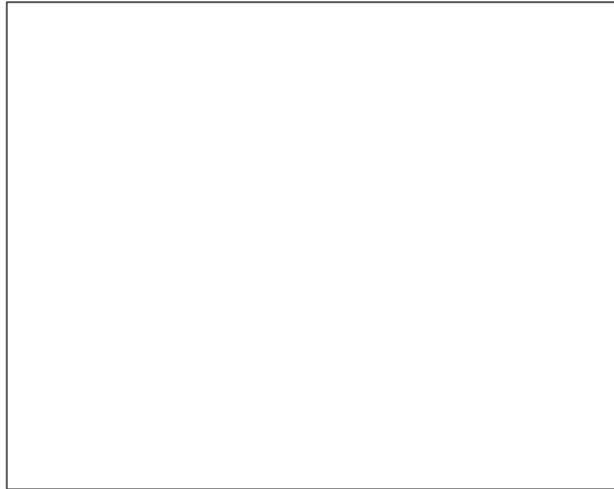
Foodbank



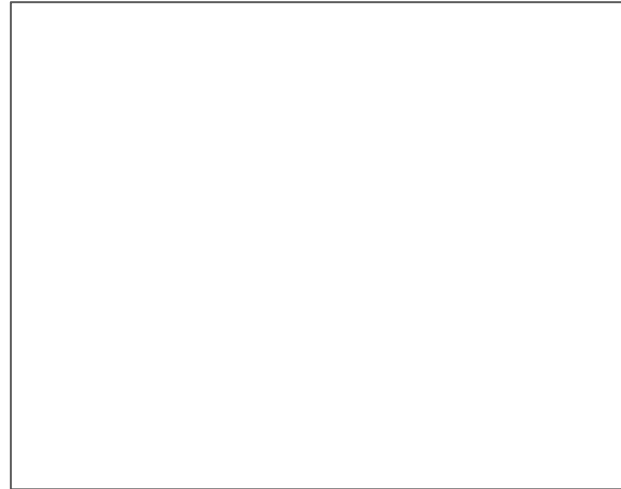
Homeless Shelter



Residential Home



Retirement Home



























Oxford Cambridge and RSA

Wednesday 8 January 2025 – Afternoon

Level 1/Level 2 Cambridge Nationals in Health and Social Care

R032/01 Principles of care in health and social care settings

Time allowed: 1 hour 15 minutes



No extra materials are needed.



Please write clearly in black ink. **Do not write in the barcodes.**

Centre number

Candidate number

First name(s)

Last name

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. If you need extra space use the lined page at the end of this booklet. The question numbers must be clearly shown.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **12** pages.

ADVICE

- Read each question carefully before you start your answer.

1 Casey works at a new Health Centre. She has responsibility for introducing security measures within the Centre.

(a)

(i) Identify a security measure that Casey could put in place to restrict access through external doors at the Health Centre.

..... [1]

(ii) Explain how this security measure can keep patients and staff safe.

.....
.....
.....
..... [2]

(b) Explain **two** reasons for monitoring keys in the Health Centre.

1

.....

.....

.....

.....

2

.....

.....

.....

..... [4]

(c) Casey is planning to introduce **two** more security measures to the Health Centre.

Explain how each of these help to protect the patients.

Window locks and restraints

.....

.....

.....

.....

Issuing visitor badges

.....

.....

.....

.....

[4]

DO NOT WRITE ON THIS PAGE

.....

.....

.....

.....

.....

..... [8]

(c) James uses a wheelchair and lives in his own flat within Riverside. His care assistant, Rishi, supports him with daily living tasks.

Describe how Rishi can apply the **person-centred values** of 'independence' and 'dignity' in his work with James.

Use a **different** description for each value.

Independence

.....

.....

.....

.....

.....

Dignity

.....

.....

.....

.....

.....

[4]

4 Effective communication is very important in health and social care settings.

(a) State **three** examples of **non-verbal** communication skills.

- 1
- 2
- 3

[3]

(b) It is important to adapt the **type** and **method** of communicating to meet the needs of service users.

Describe how communication could be adapted for each of these service users.

A young child receiving medical treatment

.....
.....
.....
.....
.....

An adult receiving new medication

.....
.....
.....
.....
.....

[6]

5 Overshoes and disposable gloves are types of **PPE**.

(a) Explain **why** each would be worn.

Overshoes

.....

.....

.....

Disposable gloves

.....

.....

.....

[4]

(b) Identify whether each example is a safety **measure** or a safety **procedure**.

Tick (✓) **one** box in each row.
One has been done for you.

Example	Safety measure	Safety procedure
displaying a fire safety notice		
fire drill		
first aid training		✓
'no entry' sign		
risk assessment		
'wet floor' sign		

[5]

(c) Describe **three** different ways to maintain **general cleanliness** in a social care setting such as a day centre.

1

.....

.....

.....

2

.....

.....

.....

3

.....

.....

.....

[6]

(d) State **one** personal hygiene measure that care workers in a social care setting would use.

..... [1]

6

(a) Explain **three** different **benefits** for **service providers** of applying person-centred values.

1

.....

.....

.....

.....

2

.....

.....

.....

.....

3

.....

.....

.....

[6]

(b) State **one physical** and **one intellectual** effect on a **service user** if the person-centred values are **not** applied.

Physical

.....

Intellectual

.....

[2]

END OF QUESTION PAPER

EXTRA ANSWER SPACE

If you need extra space use this lined page. You must write the question numbers clearly in the margin.

A large area of the page is filled with horizontal dotted lines for writing. A solid vertical line runs down the left side of this area, creating a margin for writing question numbers.



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Wednesday 5 June 2024 – Afternoon

Level 1/Level 2 Cambridge Nationals in Health and Social Care

R032/01 Principles of care in health and social care settings

Time allowed: 1 hour 15 minutes



No extra materials are needed.



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INFORMATION

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- This document has **12** pages.

ADVICE

- Read each question carefully before you start your answer.

1 On his first day as the new manager of Marigold Day Centre, James is checking that all the health and safety policies and procedures are up to date.

James is concerned to find that there is no first aid policy and the staff have not received any first aid training for a long time.

(a) Identify which **one** of the staff and service user's rights has **not** been supported at the Day Centre.

..... [1]

(b) State **three** examples of information that James should include in a first aid policy.

- 1
- 2
- 3

[3]

(c) James organises first aid training for his staff.

Identify and explain **three** different reasons for day centre staff being trained in first aid.

Reason 1

.....

.....

Reason 2

.....

.....

Reason 3

.....

.....

[6]

- (d) James is appointing some new staff. The DBS checks show that one of the applicants is on the 'Barred List'.

Describe what being on the 'Barred List' means.

.....

.....

.....

..... [3]

2 Nina works at Sunny Days retirement home.

A recent inspection report for Sunny Days commented that the standard of communication used by staff could be better. Nina decides to focus on 'positioning'.

(a) Outline how each of the methods of positioning listed below can support effective communication with the retirement home residents.

Space

.....
.....
.....
.....

Height

.....
.....
.....
.....

Personal space

.....
.....
.....
.....

[6]

(b) The inspection report for Sunny Days praised the retirement home's high standards of safety and use of PPE.

State what the abbreviation '**PPE**' stands for.

..... [1]

(c) State when each of the **three** items of PPE listed below would be used by care workers at Sunny Days retirement home.

Use a different example for each.

Hygiene hat

.....
.....

Disposable gloves

.....
.....

Face mask

.....
.....

[3]

3 Eve is a hospital social worker. She has meetings with patients who are ready to leave hospital, but will still need some care at home.

Eve applies the person-centred values when meeting with her patients to discuss their care.

(a) Describe **one** example for each, of how Eve could apply the person-centred values ‘**choice**’ and ‘**respect**’ when meeting with her patients.

Choice

.....
.....
.....
..... [2]

Respect

.....
.....
.....
..... [2]

(b) State **two** ways Eve can ensure ‘**privacy**’ when having a meeting with her patients to discuss their care.

1
.....
..... [1]

2
.....
..... [1]

(c) State **three** benefits for **hospital staff** of applying the person-centred values.

1
2
3 [3]

4

(a)

(i) State **two** reasons why access at the front entrance of care settings is restricted.

1

.....

2

.....

[2]

(ii) Identify **two** ways access can be restricted at the external doors of a care setting.

1

2

[2]

(b) Explain **three** different reasons why it is important for a care setting to carry out risk assessments.

1

.....

.....

2

.....

.....

3

.....

.....

[6]

5

(a) Health care and social care settings provide a range of different types of care.

Complete the table by matching the care setting with the type of care it provides.

Each type of care setting can be used **once** only. One has been done for you.

Types of care setting:

Homeless shelter Hospital Pharmacy Social services department Support group

Type of care provided	Care setting
Helps to protect vulnerable people from harm and abuse and supports people to live independently	
Provides emotional assistance by sharing experiences and through practical activities	
Provides hot meals, dry clothes, somewhere to sleep	
Provides medication and health advice without having to make an appointment with the doctor	Pharmacy
Provides specialised treatment for illness and disease	

[4]

(b) State the meaning of the term ‘**empowerment**’.

.....
 [2]

(c) Describe how **service users’** needs could be met in a hospital.

.....

 [2]

EXTRA ANSWER SPACE

If you need extra space use this lined page. You must write the question numbers clearly in the margin.

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Health and Social Care Unit R032 - Principles of Care in Health and Social Care Settings

Topic	Key Knowledge	Revised
Topic Area 1: The Rights of Service Users in Health and Social Care Settings		
<i>Types of Care Settings</i>	<u>Health Care</u> <ul style="list-style-type: none"> ● Dental Practice ● GP Surgery ● Health Centre ● Hospital ● Nursing Home ● Opticians ● Pharmacy ● Walk-In Centre <u>Social Care</u> <ul style="list-style-type: none"> ● Community Centre ● Day Centre ● Foodbank ● Homeless Shelter ● Residential Home ● Retirement Home ● Social Services ● Support Group 	
<i>The Rights of Service Users</i>	<ul style="list-style-type: none"> ● Choice ● Consultation, ● Confidentiality ● Equal and Fair Treatment ● Protection from abuse and harm 	
<i>Benefits to service users when rights are maintained</i>	<ul style="list-style-type: none"> ● Empowerment ● High self-esteem ● Service users' needs are met ● Trust 	
Topic Area 2: Person-Centred Values		
<i>Person-centred values</i>	<ul style="list-style-type: none"> ● Individuality ● Choice ● Rights ● Independence ● Privacy ● Dignity ● Respect ● Partnership ● Encouraging decision making of service user 	
<i>Benefits of applying person-centred values</i>	<u>Benefits for service providers</u> <ul style="list-style-type: none"> ● Clear guidelines ● Job satisfaction ● Quality of life ● Choice and consultation ● Develops skills ● Sharing of good practice <u>Benefits for service users</u> <ul style="list-style-type: none"> ● Standardisation of care 	

	<ul style="list-style-type: none"> • Quality of care • Quality of life • Develop strengths 	
<i>The 6 C's</i>	<ul style="list-style-type: none"> • Care • Compassion • Competence • Communication • Courage • Commitment 	
<i>Effects on service users' health and wellbeing if values are not applies</i>	<p>Physical Pain, Discomfort, Illness, Injury, Fatality, Malnutrition, Dehydration</p> <p>Emotional Low self-esteem, stress, anxiety, depression, anger, sadness, withdrawal</p> <p>Intellectual Thinking, Problem solving, Learning new skills, Developing knowledge, Interacting with others, Participating in daily life</p> <p>Social Poor relationships, Poor social skills, Isolation, Withdrawal, Feeling excluded, Not valued</p>	
Topic Area 3: Effective Communication		
<i>Verbal Communication Skills</i>	<ul style="list-style-type: none"> • Adapting to the context • Clarity • Empathy • Patience • Appropriate vocabulary • Tone • Volume • Pace • Team working 	
<i>Non-verbal Communication Skills</i>	<ul style="list-style-type: none"> • Eye contact • Facial expressions • Gestures • Positioning • Body language • Sense of humour 	
<i>Active Listening Skills</i>	<ul style="list-style-type: none"> • Open, relaxed posture • Eye contact • Nodding • Showing empathy • Clarifying • Summarising to show understanding 	
<i>Special Methods of Communication</i>	<ul style="list-style-type: none"> • Advocate • Braille • British Sign Language 	

	<ul style="list-style-type: none"> ● Interpreters ● Makaton ● Voice-activated software 	
<i>Effective Communication</i>	<u>How can positive/negative communication...</u> <ul style="list-style-type: none"> ● Support rights and person-centred values? ● Meet the needs of service users? 	
Topic Area 4: Protecting Service Users		
<i>Safeguarding/Impact of lack of safeguarding</i>	<ul style="list-style-type: none"> ● Who needs safeguarding? ● What happens if we do not safeguard? 	
<i>Procedures, Training, DBS</i>	<ul style="list-style-type: none"> ● Safeguarding procedures in care settings ● Safeguarding training for all staff ● Disclosure and Barring Service for all staff 	
<i>Infection prevention and cleanliness</i>	<ul style="list-style-type: none"> ● General cleanliness ● Disinfecting surfaces and objects in a care setting ● Mop/vacuum floors daily ● Clean toilets daily ● Correct disposal of hazardous waste in health and care settings 	
<i>Infection prevention and personal hygiene</i>	<u>Personal hygiene measures related to:</u> <ul style="list-style-type: none"> ● Hair ● Injuries ● Jewellery and nail polish ● General cleanliness ● Correct hand washing routine ● Correct disposal of tissues, wipes, sanitiser 	
<i>Infection prevention and PPE</i>	<ul style="list-style-type: none"> ● What is PPE ● Examples of PPE 	
<i>Safety Procedures and Measures</i>	<u>Safety procedures for reducing risk/danger</u> <ul style="list-style-type: none"> ● First aid ● Risk assessment ● Staff training ● Emergency procedures ● Equipment considerations ● Understand the difference between a hazard and a risk 	
<i>Security measures</i>	<ul style="list-style-type: none"> ● Identifying staff ● Monitoring keys ● Monitoring visitors ● Reporting of concerns ● Restricting access to external doors ● Window locks and restraints 	

Health and Social Care Unit R032 - Principles of Care in Health and Social Care Settings

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<i>Benefits of applying person-centred values</i>	<u>Benefits for service providers</u> <ul style="list-style-type: none"> ● Clear guidelines ● Job satisfaction ● Quality of life ● Choice and consultation ● Develops skills ● Sharing of good practice <u>Benefits for service users</u> <ul style="list-style-type: none"> ● Standardisation of care 	

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<i>The 6 C's</i>	<ul style="list-style-type: none"> • Care • Compassion • Competence • Communication • Courage • Commitment 	
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<i>Security measures</i>	<ul style="list-style-type: none"> ● Identifying staff ● Monitoring keys ● Monitoring visitors ● Reporting of concerns ● Restricting access to external doors ● Window locks and restraints 	

<p>Legislation = A collection of laws passed by Parliament.</p>	<p>Legislation sets out and supports service user's rights.</p>	<p>The Rights of Service Users</p> <ul style="list-style-type: none"> ● Choice ● Confidentiality ● Consultation ● Equal and fair treatment ● Protection from abuse and harm
<p>Need-to-know basis is...</p> <p>Sensitive information is only shared with those directly involved with the care and support of an individual.</p>	<p>Confidentiality – limits access or places restrictions on sharing sensitive information, so that it is kept private to only those who need to be aware of it.</p>	<p>Benefits of maintaining service users rights...</p> <ul style="list-style-type: none"> ● High self-esteem ● Empowerment ● Confidence ● Trust ● Safety ● Equality ● Individual needs will be met
<p>Settings protect service users by...</p> <ul style="list-style-type: none"> ● Appoint a designated Child Protection Officer ● Have clear and up-to-date policies and procedures ● Train staff in manual handling, first aid and safeguarding 	<p>All staff in all settings should...</p> <p>Carry out DBS checks</p> <p>and</p> <p>Report abusive behaviour</p>	<p>Confidentiality may be broken when an individual...</p> <ul style="list-style-type: none"> ● Intends to harm themselves ● Intends to harm others ● Is at risk of harm from others ● Is at risk of carrying out a serious offence
<p>Mental capacity means...</p> <p>The ability to make a decision and communicate it to others.</p>	<p>Safeguarding means...</p> <p>Measures taken to reduce the risks of danger, harm and abuse.</p>	<p>People most at risk of abuse and harm are Individuals who...</p> <ul style="list-style-type: none"> ● Lack mental capacity ● Have dementia ● Have a learning disability ● Are in care ● Have physical or sensory impairments
<p>Consultation</p> <p>Discussing something with someone in order to get his or</p>	<p>Equal treatment means being given the same opportunities and choices as everyone else.</p>	<p>Prejudice is a negative attitude towards an individual based on their differences.</p>

<p>her advice or opinion, so that a decision can be made that is acceptable for everyone involved.</p>	<p>Fair treatment means treating people differently according to their individual needs.</p>	<p>Discrimination is the unfair and unjust treatment of individuals based on their differences.</p>
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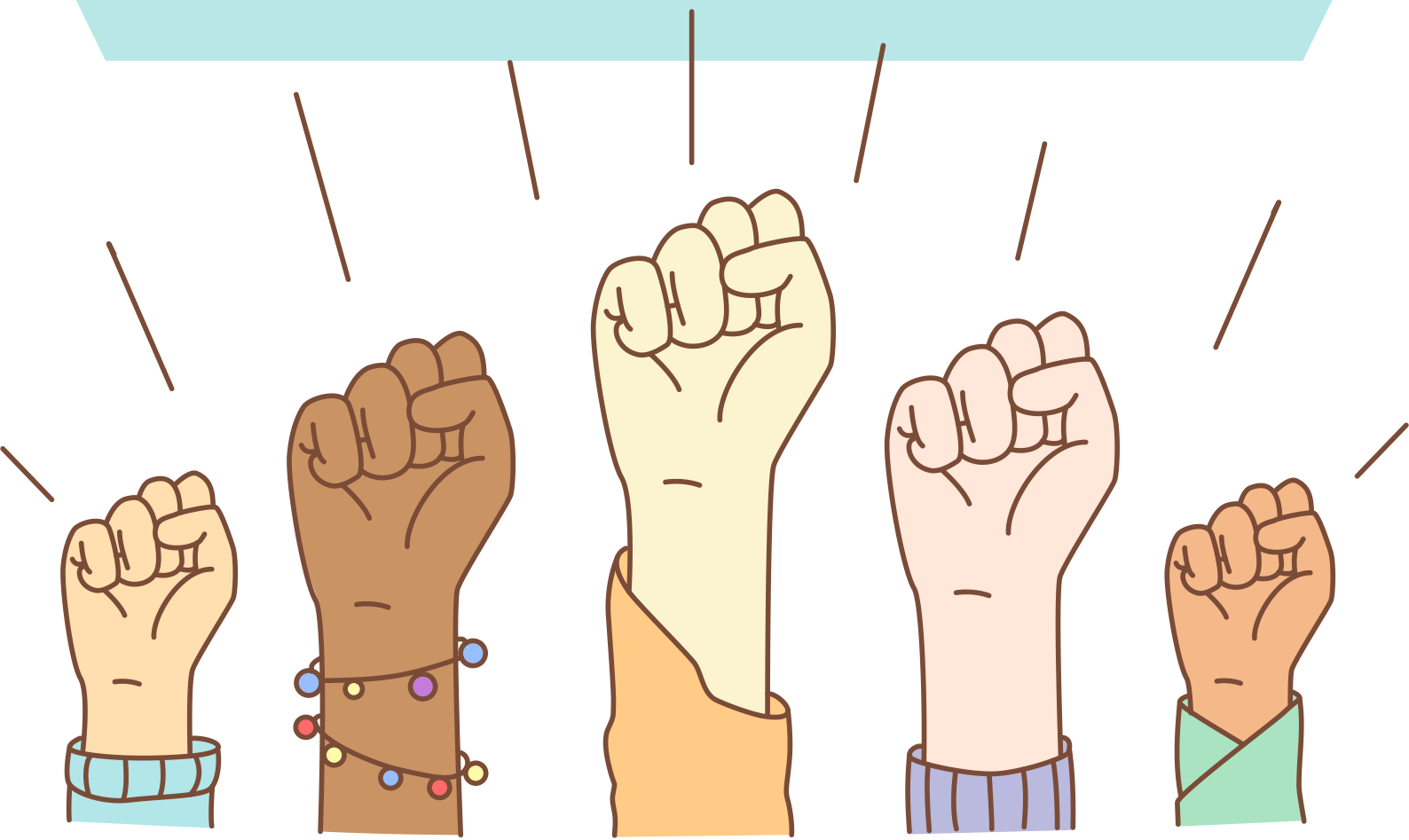
<p>An advocate....</p> <ul style="list-style-type: none"> ● Is independent ● Represents the individual's views, not their own ● Ensures that the individual's wishes and views are known. 	<p>What is an advocate? Someone who speaks on behalf of an individual who is unable to speak for themselves. E.g. a young child OR an individual who lacks mental capacity</p>	<p>Features of consultation</p> <ul style="list-style-type: none"> ● Ask for opinions ● Clarify likes / dislikes ● Ask for preferences ● Discuss wants and needs
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<p>Early Years' Settings:</p> <ul style="list-style-type: none"> ● Nursey ● Childminder ● Parent / toddler group ● Reception year ● Preschool ● Children's Home ● Children's Centre 	<p>Social Care Settings:</p> <ul style="list-style-type: none"> ● Retirement Home ● Lunch / breakfast club ● Day Centre ● Residential Care Home ● Support Group ● Community Centre 	<p>Health Care Settings:</p> <ul style="list-style-type: none"> ● Dental Practice ● Hospital ● Pharmacy ● Nursing Home ● Opticians ● GP Surgery (NOT 'doctors')
<p>Effects on individuals:</p> <ul style="list-style-type: none"> ● Physical ● Intellectual ● Emotional ● Social ● (Remember PIES!) 	<p>How to apply person-centred values:</p> <ul style="list-style-type: none"> ● Are treated fairly and with respect ● Know their rights are maintained ● Are protected from harm and abuse ● Have their needs met 	<p>Person-centred values:</p> <ul style="list-style-type: none"> ● Promote equality and diversity ● Maintain confidentiality ● Promote individuals' rights and beliefs
<p>Physical effects relate to an individual's body. E.g.</p> <ul style="list-style-type: none"> - Pain - Injury - Existing illness gets worse - Dehydration / malnutrition - Bruising / cuts / grazes 	<p>Intellectual effects relate to an individual's thought processes.</p> <ul style="list-style-type: none"> - lack of skills development - lack of knowledge - lack of progress - loss of concentration - losing interest 	<p>Emotional effects relate to an individual's feelings. E.g.:</p> <ul style="list-style-type: none"> - low self-esteem - loss of trust - angry - depressed - feeling unsafe
<p>Social effects relate to an individual's relationship with others. E.g.</p> <ul style="list-style-type: none"> - Withdrawn or isolated - Unco-operative - Behaviour problems - Excluded 		

<p>General cleanliness relates to the environment (e.g. floors, surfaces). Personal hygiene relates to the individual (your own body).</p>	<p>Personal Hygiene measures:</p> <ul style="list-style-type: none"> - Hair tied back or covered - Regular brushing of teeth - Appropriate protective clothing - Open wounds covered - Regular showering - Appropriate use and disposal of tissues - No jewellery or nail polish - Correct hand washing routines 	<p>Hygiene = practices that keep you and your surroundings clean in order to prevent illness and the spread of disease.</p>
<p>Good personal hygiene protects practitioners by:</p> <ul style="list-style-type: none"> - Wearing appropriate protective clothing helps to protect the service user from contamination from the service user - Thorough hand washing removes bacteria - Covering open wounds protects the practitioner from infection 	<p>Good personal hygiene protects service users by:</p> <ul style="list-style-type: none"> - Not wearing nail polish prevents contamination (it could chip off into a patient's wound or food). - Thorough hand washing removes bacteria - Tying hair back (or covering it) prevents it from dropping into food 	<p>Bacteria = tiny, microscopic organisms that can cause infection and disease.</p>
<p>Examples of PPE:</p> <ul style="list-style-type: none"> ● Disposable apron ● Disposable gloves ● Face masks ● Hairnet / hygiene hat 	<p>PPE = Personal protective equipment</p>	<p>An emergency evacuation plan ensures staff know what to do in an emergency (such as a fire) and enables them to take quick and efficient action.</p>

Unit R032: Principles of care in Health and Social Care

Topic 1: The Rights of Service Users in H&SC





Glossary


<i>Key Term</i>	<i>Definition</i>
Health Care	
Social Care	
Service Providers	
Service Users	
Rights	
Legislation	
Choice	
Confidentiality	
Consultation	
Equal and Fair Treatment	
Protection from Abuse and Harm	


Health Care Settings

Health Care settings provide medical treatment to a wide variety of service users. For each setting, write a short explanation of the care provided and list 3 service providers who work there.

<p>GP Surgery</p> 	<p>What is it?</p>	<p>Who works there?</p>
--	--------------------	-------------------------

<p>Dental Practice</p> 	<p>What is it?</p>	<p>Who works there?</p>
---	--------------------	-------------------------

<p>Health Centre</p> 	<p>What is it?</p>	<p>Who works there?</p>
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<p>Hospital</p> 	<p>What is it?</p>	<p>Who works there?</p>
--	--------------------	-------------------------

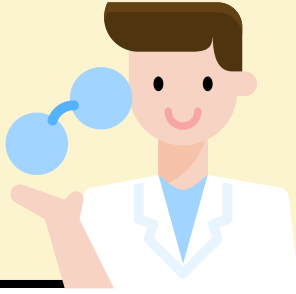
Nursing Home



What is it?

Who works there?

Opticians



What is it?

Who works there?

Pharmacy



What is it?

Who works there?

Walk-In Centre





What is it?


Who works there?


Social Care Settings

Social Care settings provide support to a wide variety of service users with individual needs. For each setting, write a short explanation of the support provided and explain why a service user may go there

<p><i>Community Centre</i></p> 	<p>What is it?</p>	<p>Why would someone go there?</p>
---	--------------------	------------------------------------

<p><i>Day Centre</i></p> 	<p>What is it?</p>	<p>Why would someone go there?</p>
---	--------------------	------------------------------------

<p><i>Food Bank</i></p> 	<p>What is it?</p>	<p>Why would someone go there?</p>
--	--------------------	------------------------------------

<p><i>Homeless Shelter</i></p> 	<p>What is it?</p>	<p>Why would someone go there?</p>
---	--------------------	------------------------------------

Residential Home



What is it?

Why would someone go there?

Retirement Home



What is it?

Why would someone go there?

Social Services



What is it?

Why would someone go there?

Support Group



What is it?

Why would someone go there?

Knowledge Check:

Can you explain the difference between a nursing home, a residential home and a retirement home?

The Rights of Service Users

What is a right?

***How are rights
supported by
the law?***

***What are the 5
rights of
service users?***

Choice



1) What is choice?

2) Why is it important for service users to be given choice?

3) How might a service user feel if they do not have choice?

4) Why might two service users in the same setting make different choices?

5) For each of the settings below, give an example of how choice could be provided to service users

Care Setting	Example of choice
Hospital	
Retirement Home	
Support Group	

Confidentiality



- 1) What is confidentiality?**
- 2) What kind of information types is confidentiality related to? (Hint: there are 5!)**
- 3) What is meant by a need-to-know basis?**
- 4) When might confidentiality need to be broken?**
- 5) For each of the examples below, explain how confidentiality can be maintained**

Method	How can confidentiality be maintained?
Medical Records on a computer	
Medical Records on paper	
A consultation with a service user	
A conversation with your friends after work	

Consultation



1) What is consultation?

2) List at least three people who may be involved in a consultation about a service user in a nursing home

3) How will a service user feel if they are not involved in a consultation about their care?

4) When might a service user not be involved in a consultation?

5) For each of the examples below, explain why this is a benefit of consultation

Benefit	Explanation
Clear Information Provided	
All Opinions Considered	
Understanding Needs	
Providing Feedback	

Equal and Fair Treatment



1) What does it mean to be equal?

2) What does it mean to be fair?

3) What does discrimination mean?

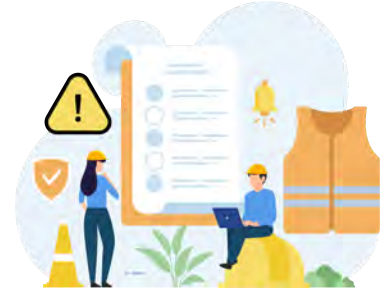
4) Can you name all 9 of the Protected Characteristics?

5) For each of the examples below, explain what would need to be done to make sure treatment was equal and fair

Example	Explanation
Celebrating Christmas in a nursing home	
Using 'Mr' or 'Mrs'	
Adapting Communication	

Protection from Abuse and Harm

1) All individuals have the right to be safe. What is the name of the policy used to ensure this?



2) What does 'potential danger' mean?

3) What does 'actual danger' mean?

4) For each of the examples below, explain how the individual could be kept safe

Example	How would you keep them safe?
An elderly patient using a walking stick	
A young child whose parent has not collected them from daycare	
A nurse who is being shouted at by a patient	
An individual with a learning disability	

The benefits to service users when rights are maintained

Maintaining service users' rights benefits health and wellbeing through:

Benefit	WHAT does it mean?
<i>Empowerment</i>	
<i>High Self-Esteem</i>	
<i>Ensuring Needs are Met</i>	
<i>Building Trust</i>	

Benefit	HOW does the service user benefit?
<i>Empowerment</i>	
<i>High Self-Esteem</i>	
<i>Ensuring Needs are Met</i>	
<i>Building Trust</i>	

Test Your Knowledge

Test your knowledge



- 1 What are two examples each of health and social care settings?
- 2 Write down two examples each of the type of care provided by healthcare settings and social care settings.



Test your knowledge



- 1 What is the meaning of the term 'consultation'?
- 2 A nurse shares patient information with other staff on a 'need-to-know' basis. What does 'need-to-know basis' mean?
- 3 Why is confidentiality important in a GP surgery?
- 4 Which of the following means equal and fair treatment?
 - giving everyone the same opportunities
 - treating everyone the same
 - providing the same treatment for everyone
- 5 Write about procedures that would help to reduce the risk of harm in a care setting.

Test your knowledge



- 1 What are the five rights to which service users are entitled?
- 2 What are three benefits for service users of having their rights maintained?

Unit R032: Principles of care in Health and Social Care

Topic 2: Person-centred Values



Glossary

<i>Key Term</i>	<i>Definition</i>
Person-Centred Values	
Individuality	
Choice	
Rights	
Independence	
Privacy	
Dignity	
Respect	
Partnership	
Encouraging decision making	
The 6 C's	

Person-centred Values

Person-centred values underpin good quality care and involve placing the service user at the centre of the care provided

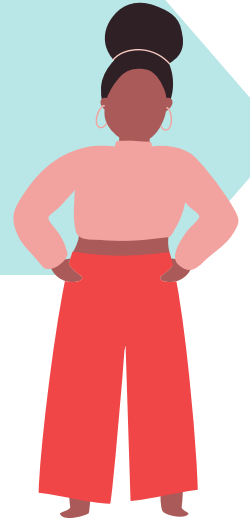
Why do we need them?

For each reason, write an explanation in your own words

Reason	Explanation
To respect a service user's individuality	
To support a service user's differences	
To prevent a service user being treated differently or unfairly	



Individuality



1) What does it mean to be an individual?

2) What kinds of needs can make service users individual from each other?

3) How can you ensure individuality is supported in a care setting?

4) For each example, explain how the service user's individuality can be supported

Service User	How can their individuality be supported?
A service user who is Muslim	
A service user who is visually impaired	
A service provider who is pregnant	

Choice



- 1) How can you help a service user to be able to make their own choices and decisions?***
- 2) What kinds of decisions might a service user need to make while in a Hospital setting?***
- 3) Are there any times when a service user cannot/should not make their own decisions?***

Rights



- 1) How could you ensure a service user knew which rights they were entitled to while receiving care?***
- 2) How could you support a service user who felt that their rights were not being supported?***

Independence



1) What does it mean to be independent?

2) How can a service user be encouraged to be independent?

3) Why is it desirable for service users to be as independent as possible?

4) For each example, explain how the service user's independence can be supported

Service User	Example of choice
A service user who uses a walker	
A service user who is a child	
A service user who cannot cook	

Privacy



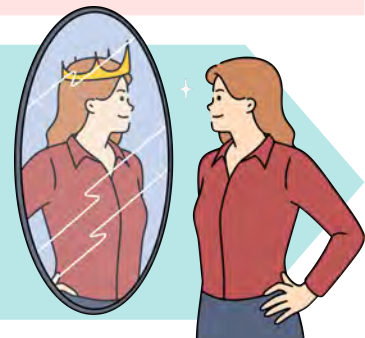
1) What is privacy?

2) Why might a service user need privacy?

3) For each example, explain how the service user's privacy can be maintained

Example	How can privacy be maintained?
A carer entering a service user's room	
Discussing care with a service user	
A Doctor giving a service user a physical examination	

Dignity



Treating service users in a kind way by ensuring they do not feel embarrassed or humiliated. For example, by avoiding eye contact while they are getting dressed

Respect



1) What does it mean to respectful?

2) Why is it important to show respect to a service user?

3) List three impacts of not showing respect to a service user

4) For each example, explain how a service provider could show respect

Example	How could respect be shown?
A service user makes a choice they do not agree with	
A service user has a different opinion about their care	
A service user celebrating a religious festival	
A service user who is upset following bad news	

Partnership



1) What does it mean to be in partnership?

2) Who might be involved in a partnership in Health and Social Care settings?

3) How could a service user be encouraged to engage in a partnership?



Encouraging Decision Making

1) Why is it important to encourage service users to make decisions for themselves?

2) Who might support a service user when making decisions?

3) How can a service provider support service users to make decisions for themselves? Which rights might this link to?

The 6 Cs







6 C	What is it?	How could it be applied?
Care		
Compassion		
Competence		
Communication		
Courage		
Commitment		

Benefits of Applying the Person Centred Values for Service Providers

Benefit	What does it mean	How is it a benefit?
Clear guidelines		
Job satisfaction		
Quality of life		
Choice and consultation		
Develop skills		
Sharing of good practice		

An illustration at the bottom of the page depicts a diverse group of healthcare professionals and a child. On the left, a female doctor in a white coat holds a large red and yellow pill. Next to her, a male doctor in a light blue coat holds up a blue X-ray. In the center, a female nurse in a light blue uniform is kneeling and interacting with a young child who is sitting on a purple mat. The child is surrounded by colorful geometric toys (a green cube, a red triangle, and a blue circle). To the right of the child, a male doctor in a light blue coat and a blue headband holds a glowing white tooth. Further right, a female doctor in a white coat holds a blue clipboard, and a female nurse in a blue scrub top holds a white clipboard with a red pen.

Benefits of Applying the Person Centred Values for Service Users

Benefit	What does it mean	How is it a benefit?
<p>Standardisation of care</p> 		
<p>Quality of care</p> 		
<p>Quality of life</p> 		
<p>Develop strengths</p> 		

Effects if Person Centred Values are not applied

Physical



Intellectual



Emotional



Social



Think of as many effects as you can!

Application Practice

For each scenario, identify the Physical, Intellectual, Emotional and Social effects on the service users

Case scenario 1 – Molly

Molly has learning difficulties and has just started a new course at college. Molly is finding it difficult to make friends as she doesn't know anyone on her course. Molly did try to talk her tutor about how she was feeling but her tutor was very busy at the time and so didn't have time to speak with her. Molly is thinking that it may be best for her to stop attending college.

Physical

Intellectual

Emotional

Social

Case scenario 2 – Aleks

Jay visits his wife, Aleks, who has dementia and lives in a care home, every week. Last week when Jay visited, Aleks seemed upset and shouted at him to get out of her room. Jay discussed what had happened with the manager of the home and she told him to not take it personally as this was probably because his wife had not had a good sleep the night before and to try and visit again on another day. Jay returned to visit his wife a few days later and the same thing happened; she was very upset and shouted at him. When Jay mentioned what had happened again to another member of staff on duty; the member of staff told him that it might be better for him not to visit his wife as regularly and to let her spend more time on her own in her room.

Physical

Intellectual

Emotional

Social

Test Your Knowledge

Test your knowledge



- 1 What are the 6Cs?
- 2 What does 'person-centred' care mean?
- 3 What is one way of supporting 'individuality' in a residential care home?
- 4 Write down the meaning of the term 'compassion'.
- 5 What are two service providers that could work in partnership when producing a plan for care of a service user?



Test your knowledge



- 1 Write about how person-centred values can improve the quality of care provided.
- 2 How is providing choice empowering for care service users?
- 3 What is an example of how providing person-centred care can improve quality of life for service users?
- 4 Write down four examples of effects on service users when person-centred values are not applied - one example each of physical, intellectual, emotional and social effects.

Practice questions



Question 1

Linda is a nurse working on a busy hospital ward.

Identify **four** of the 6Cs that Linda should apply when caring for her patients.

(4 marks)

Question 2

Explain the possible **social** effects on a young adult if the person-centred values 'choice' and 'independence' are not applied when they attend a day centre.

(6 marks)

Unit R032: Principles of care in Health and Social Care

Topic 3: Effective Communication



Why is good communication important in H&SC?

Every service user is a unique individual and therefore the type and method of communication will also vary to meet the service users' needs

Adapting/type methods of communication has many benefits:

- develop good working relationships***
- builds mutual trust and respect***
- shows the service user they are being valued***



Verbal Communication

Verbal: Using spoken or written word to get our message and information across to an individual

Clarity

What is it?	Why do we use it?
-------------	-------------------

Empathy

What is it?	Why do we use it?
-------------	-------------------

Patience

What is it?	Why do we use it?
-------------	-------------------



Appropriate Vocabulary

What is it?	Why do we use it?
-------------	-------------------



Tone

What is it?	Why do we use it?
-------------	-------------------

Volume

What is it?	Why do we use it?
-------------	-------------------

Pace

What is it?	Why do we use it?
-------------	-------------------



Willingness to contribute to teamwork

***Being clear
when
communicating***

***Showing
respect
towards
others***

***Listening to
others***

Non-Verbal Communication

Non-Verbal: Methods of communication that have meaning, but do not involve speech or writing

Eye Contact

What is it?	Why do we use it?
-------------	-------------------

Facial Expressions

What is it?	Why do we use it?
-------------	-------------------

Gestures

What is it?	Why do we use it?
-------------	-------------------



Positioning

What is it?

Why do we use it?

Sense of Humour

What is it?

Why do we use it?

Body Language

What is it?

Why do we use it?



Did you know?

93% of our daily communication is non-verbal

Special Methods of Communication

Special methods: specialist methods that are designed to meet a service user's individual needs resulting from a condition or disability

Advocate

What is it?	Why do we use it?
-------------	-------------------

Braille

What is it?	Why do we use it?
-------------	-------------------

British Sign Language (BSL)

What is it?	Why do we use it?
-------------	-------------------



Interpreter

What is it?

Why do we use it?

Makaton

What is it?

Why do we use it?

Voice activated software

What is it?

Why do we use it?



Challenge: can you think of an example of a specific need that would require the use of each method?

Active Listening

Active listening: hearing the 'real' message in what a service user is saying through both their verbal and non-verbal communication

Open, relaxed posture

What is it?	Why do we use it?
-------------	-------------------

Looking interested

What is it?	Why do we use it?
-------------	-------------------

Nodding agreement

What is it?	Why do we use it?
-------------	-------------------



Showing empathy/reflecting feelings

What is it?

Why do we use it?



Clarifying

What is it?

Why do we use it?

Summarising

What is it?

Why do we use it?



The impact of communication on service users (positive)

Effective communication helps to support the person centred values and individual's rights

Right	How communication supports it
<i>Choice</i>	
<i>Confidentiality</i>	
<i>Consultation</i>	
<i>Equal and fair treatment</i>	
<i>Protection from abuse and harm</i>	

Person-centred value	How communication supports it
<i>Empowerment</i>	
<i>Reassurance</i>	
<i>Valued</i>	
<i>Respect</i>	
<i>Trust</i>	

The impact of communication on service users (negative)

Poor communication can have negative impacts on the service user

Impact	How it could happen
<i>Misunderstanding</i>	
<i>Errors/Danger</i>	
<i>Distress/Upset</i>	
	Using jargon when discussing treatment with a service user
	Not clearly explaining information to a service user

Test your knowledge



- 1** What is the purpose of a communication profile/passport?
- 2** How do staff with good communication skills empower service users?
- 3** Write down three impacts on service users of staff with poor communication skills.
- 4** Write about ways in which communication can be adapted to meet service user needs.

Unit R032: Principles of care in Health and Social Care

Topic 4: Protecting service users and service providers



Glossary

<i>Key Term</i>	<i>Definition</i>
Safeguarding	
Pathogens	
Health and Safety Act 1974	
Cleanliness	
Personal Hygiene	
PPE	
Policy	
Safety Procedure	
Safety Measure	
Disclosure and Barring Service Checks	
Security Measure	
Designated Safeguarding Lead	
Disclosure	
Vulnerable	

Safeguarding



Safeguarding means protecting service users. Below is a list of things a service user may need protection from. For each, write a definition AND give an example in your own words.

Protection from...	Explanation
Neglect	
Maltreatment	
Harm	
Abuse	
Potential danger	
Actual danger	

Who needs safeguarding?

Can you name the 7 groups of people who need to be safeguarded in health and social care?



Vulnerable Groups



Vulnerable groups include individuals such as homeless people.

Why might someone who is homeless need to be safeguarded?

Children



Why do children need to be safeguarded?

Knowledge Check!

How many Early Years settings (settings for Children) can you name?

People with physical and learning disabilities



Why might someone with a physical disability need to be safeguarded?

Why might someone with a learning disability need to be safeguarded?

People with mental health conditions



Why might someone with a mental health condition need to be safeguarded?



Older adults in residential care settings



Why might an older adult in residential care need to be safeguarded?

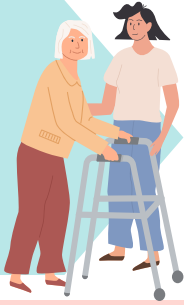
Evaluation: why do we not include ALL older adults?

People who have a sensory impairment (sight loss, hearing loss)



Why might someone with a sensory impairment need to be safeguarded?

People in residential care dependent on carers



Why might someone in residential care/dependent on carers need safeguarding?

Impacts of a lack of safeguarding

Complete the table with as many impacts as possible

<i>Physical</i>	
<i>Intellectual</i>	
<i>Emotional</i>	
<i>Social</i>	

Safeguarding procedures, training and DBS



A safeguarding policy should include:

- ***Descriptions of different types of...***
- ***Indicators of...***
- ***How to report...***
- ***A list of Designated Safeguarding Leads who...***

Safeguarding Training

Safeguarding training is a legal requirement for all staff in health and social care settings.

Complete the sentences below...

Employees are responsible for ensuring...

Infection in a H&SC setting can cause issues such as...

Infections can spread easily in H&SC settings because...

Individuals in H&SC settings may be more vulnerable to infection because...

Disclosure and Barring Service (DBS)

DBS Check is:

- **A record of an individual's...**
- **Essential for staff working with service users to ensure...**
- **A legal requirement... because..**
- **The minimum age to apply for a DBS check is...**

Types of DBS Check

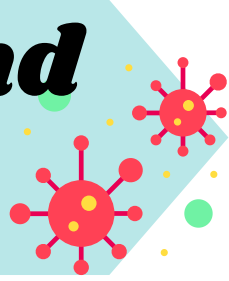
Standard Check

Enhanced Check

Enhanced Check with Children's and/or Adult's Barred List Check

 EBC GLOBAL	BASIC	STANDARD	ENHANCED
Spent Convictions		✓	✓
Unspent Convictions	✓	✓	✓
Conditional Cautions	✓	✓	✓
Cautions		✓	✓
Reprimands		✓	✓
Warnings		✓	✓
Relevant information from local police			✓

Infection prevention and cleanliness



Infections are caused by harmful disease-causing germs called pathogens. Pathogens are found inside the body, in the air and can spread from person to person.

Complete the sentences below...

Employees are responsible for ensuring...

Infection in a H&SC setting can cause issues such as...

Infections can spread easily in H&SC settings because...

Individuals in H&SC settings may be more vulnerable to infection because...

Ways to ensure cleanliness

For each example, write an explanation for how it ensures a setting is kept clean. Ensure you refer to the spread of pathogens in your answer

Example

How does this keep a setting clean?

Use of antibacterial sprays



Clean toys and play equipment



Mop floors/vacuum carpets daily



Clean and disinfect toilets



Correct disposal of hazardous waste



Infection prevention and personal hygiene

For each example, write an explanation for how it can prevent the spread of infection in a H&SC setting.

Covering open wounds



Brushing hair



No jewellery



No nail polish, nails cut short



Correct hand washing



Regular showering



Regular teeth brushing

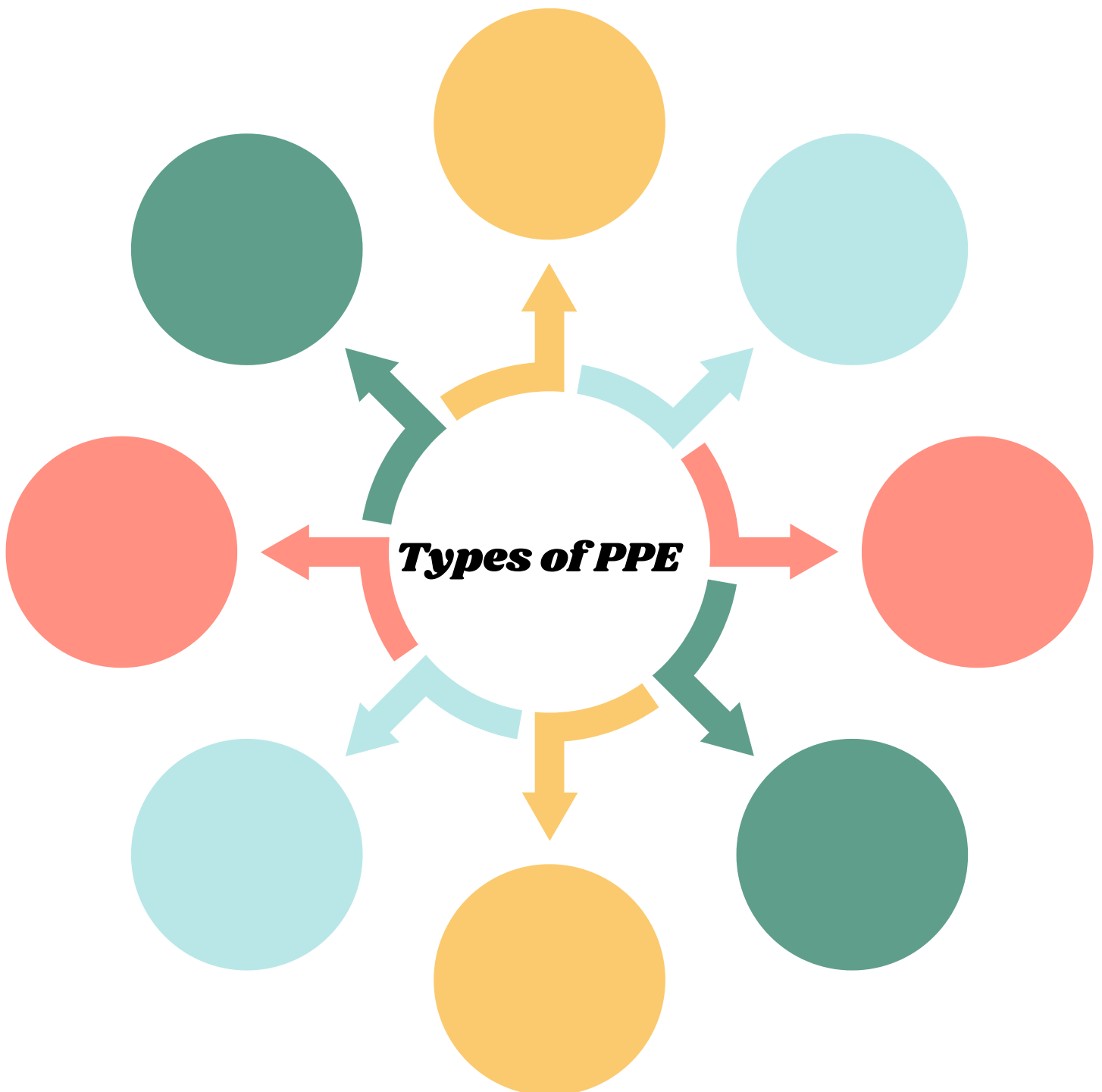


Use of sanitiser and disposal of tissues and wipes



Infection prevention and PPE

Personal Protective Equipment (PPE) refers to equipment that is worn by service providers to protect against the spread of infections by creating a barrier between an individual and an infection.



For each example of PPE, explain how it can be used to prevent the spread of infection and when it should be used. Try to give an example of a H&SC setting where this could happen.

PPE	How does it prevent the spread of infection?	When should it be used?
Disposable Apron		
Disposable Gloves		
Rubber Gloves		
Face Masks		
Hairnets or Hygiene hats		
Overalls		
Overshoes		
Surgical Garments/Scrubs		

Safety procedures and measures

Identify the difference between a safety procedure and a safety measure and give THREE examples of each

Safety Procedure	Safety Measure

Safety procedures

Explain what each safety procedure is and how it is used to protect service users

Safety Procedure	What is it?	How does it protect service users?
First Aid Policy		
Risk Assessment		
Staff Training		
Emergency Procedures		
Equipment Considerations		











Security Measures

Security measures can protect service users and service providers by:

- ***Preventing strangers entering settings***
- ***Preventing visitors/service users entering unauthorised areas***
- ***Preventing service users from injuring themselves***
- ***Preventing theft or damage to property***

What security measures are in place at our school?

For each security measure, explain what it is and how it is used to protect service users/providers

Security Measure	What is it?	How does it protect service users/providers?
ID Lanyards 		
Uniform 		
Monitoring of Keys 		
Reception Desk 		
Visitor Badges		
Sign In/Sign Out 		
Reporting Concerns 		
Electronic Swipe Cards 		
Buzzer Entry 		
Security Code 		
Window Locks 		

Test Your Knowledge

Test your knowledge



- 1 Write down the meaning of 'safeguarding'.
- 2 What are two groups of service users who are most at risk of harm or abuse?
- 3 Write down a common safeguarding issue in an adult care environment.
- 4 What does the '5Rs' mean?
- 5 What is the role of the DBS?

Test your knowledge



- 1 Write three examples of ways to ensure general cleanliness in a care setting.
- 2 How does good personal hygiene protect service users in care settings?
- 3 Write about three examples of when a service provider wears disposable gloves.
- 4 Write down three pieces of advice for correct hand washing.
- 5 Why is it important for service providers to wear PPE?

Test your knowledge



- 1 What should a first aid policy cover?
- 2 Write an example of a safety procedure and one example of a safety measure.
- 3 What are the five stages of carrying out a risk assessment?
- 4 Write about what should happen during a fire evacuation procedure.
- 5 What are procedures a residential home should have in place for visitors?

Practice questions



Question 1

Maintaining security is very important in all health and social care settings.

Identify **three** different security measures. Describe how each security measure could protect service users.

[6 marks]

Question 2

Explain reasons for staff applying to work in a residential care home for young adults with learning disabilities having Disclosure and Barring Service (DBS) checks before being employed.

[8 marks]

Question 3

One safety procedure that could be used at a day centre, which provides sports activities for young boys with learning disabilities, is 'equipment considerations'.

Explain how two examples of equipment considerations would help to improve safety at the day centre.

[4 marks]

Question 4

Describe how personal hygiene measures can protect service users in care settings.

In your answer you must include:

- some examples of personal hygiene measures
- details of how these personal hygiene measures protect service users in care settings.

[6 marks]



...day ... Month Year – Morning/Afternoon

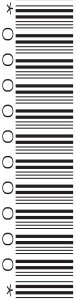
Level 1/Level 2 Cambridge National in Health and Social Care

Unit R032: Principles of care in health and social care settings

SAMPLE ASSESSMENT MATERIAL

Time allowed: 1 hour 15 minutes

No extra materials are needed.



Write clearly in black ink. **Do not write in the barcodes.**

Centre number

--	--	--	--	--

Candidate number

--	--	--	--

First name(s) _____

Last name _____

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **70**.
- The marks for each question are shown in brackets [].
- This document has **12** pages.

ADVICE

- Read each question carefully before you start your answer.

1 Beth, aged 89, is found walking in the park across the road from her care home. She is wearing her dressing gown and pyjamas.

(a) Identify **one** security measure the care home should put in place and explain how it would prevent Beth leaving the care home unsupervised again.

Security measure

How it would protect Beth

.....
.....

[2]

(b) Describe **two** possible physical effects on Beth of walking out of the care home.

1

.....
.....

2

.....
.....

[4]

(c) Identify which of Beth's rights has **not** been supported.

..... [1]

(d) Beth's daughter is angry and upset about what happened to her mum.
She wants to meet with the Care Home Manager to complain.

(i) State **three** active listening skills the Care Home Manager could use when meeting with Beth's daughter.

1

2

3

[3]

(ii) State **two** benefits for Beth's daughter of the Care Home Manager using active listening skills.

1

.....

2

.....

[2]

SAMPLE

2 Leo is the manager of a day centre that provides activities and meals for groups of young adults with learning disabilities.

(a) Describe how staff at the day centre can support choice, independence and respect for the young adults. Use a different example for each.

Choice

Independence

Respect.....

[3]

(b) Explain **one** way that staff at the day centre can show they value the young adults' individuality.

.....
.....
.....[2]

(c) State **one** way that Leo could ensure confidentiality when meeting with the parents/carers of one of the young adults.

.....
.....[1]

3 Jane is working as a Practice Nurse at a GP surgery.

(a) Explain the benefits to patients of Jane using each of these communication skills.

Clarity

.....

.....

Patience.....

.....

.....

Using appropriate vocabulary

.....

.....

[6]

(b) Identify **three** specialist methods of communication, other than advocacy, that could be used at the GP Surgery.

1

2

3

[3]

(c) Jane must follow personal hygiene measures when working with patients.

Identify **two** personal hygiene measures Jane must use.
Explain how each measure protects Jane and the patients.
Use a different explanation for each measure.

Personal hygiene measure

How it protects

.....

Personal hygiene measure

How it protects

.....

[4]

4

(a) Describe the meaning of the term **person-centred values**.

.....

.....[1]

(b) Identify **two** of the 6Cs. For each one describe how it could be applied when providing support for a service user.

1

How it is applied

.....

2

How it is applied

.....

[4]

(c) When individual's rights are maintained they are empowered and develop high self-esteem.

State **two** benefits for individuals of empowerment and **two** benefits for individuals of having high self-esteem.

Empowerment

1

.....

2

.....

High self-esteem

1

.....

2

.....

[4]

(d) Identify **two** different individuals who may need an advocate.

Give a different example for each individual of the type of support the advocate could provide.

Individual 1.....

Type of support.....

.....

Individual 2.....

Type of support.....

.....

[4]

END OF QUESTION PAPER

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SAMPLE

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Sample Assessment Material (SAM)

Cambridge National in Health & Social Care

Unit: R032: Principles of care in health and social care settings.

MARK SCHEME

Duration: 1 hour 15 minutes

MAXIMUM MARK 70

Final v2.0

07/07/2021

(FOR OFFICE USE ONLY)

This document consists of 19 pages

Crossed Out Responses

If a student has crossed out a response and written a clear alternative response, then the crossed out response is not marked. If no alternative is given, examiners will give students the benefit of the doubt and mark the crossed out response if it is legible.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a student gives two responses (even if one of these responses is correct), no mark will be awarded, as it is not possible to determine which was the first response selected.

Contradictory Responses

When a student provides contradictory responses, no mark will be awarded, even if one of the answers is correct.

Short Answer Questions (usually worth only one mark per response)

If a student needs to give a set number of short answer responses, but gives more, only the set number of responses will be marked. The response space will be marked from left to right on each line and then line by line until the required number of responses have been marked. The remaining responses will not be marked.

Short Answer Questions (worth two or more marks)

If a student is required to provide a description of, say, three items or factors and four items or factors are provided, then marking will be similar to the above example (but downwards).

Longer Answer Questions

If a student provides two (or more) responses to a medium or high tariff question which only needs a single (developed) response, and does not cross out the first response, the first response will be marked.

Levels of response marking

- a. **To determine the level** – examiners will start at the highest level and work down until they reach the level that matches the answer
- b. **To determine the mark within the level**, they will consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Question	Answer	Mark	Guidance
1 (a)	<p>Up to two marks for an explanation e.g.:</p> <p>Swipe card or buzzer entry system (1)</p> <ul style="list-style-type: none"> • So only authorised people allowed out (1) <p>Staff on duty at entrance/reception (1)</p> <ul style="list-style-type: none"> • Controls access in and out of the care home (1) <p>Window locks and restraints (1)</p> <ul style="list-style-type: none"> • Prevents the full opening of windows (1) so Beth can't get out/leave unnoticed <p>Locks on external doors (1)</p> <ul style="list-style-type: none"> • So Beth is unable to leave unaccompanied (1) <p>CCTV monitoring exits and entrances (1)</p> <ul style="list-style-type: none"> • Constantly monitors and records who is entering/leaving the building (1) <p>Award credit for any other appropriate response</p>	2	<p>One mark for identifying a suitable security measure.</p> <p>One mark for explaining how the security measure identified prevents Beth leaving the care home unsupervised.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • lock all doors

Question		Answer/Indicative Content	Mark	Guidance
1	(b)	<p>Up to two marks for each description e.g.:</p> <ul style="list-style-type: none"> • Injury/hurt herself (1) through trips/falls/cuts/grazes/bruising (1) • Physical injury (1) if attacked (1) • Injury/hurt herself (1) while crossing the road (1) • Develop hypothermia/sunstroke (1) due to the weather conditions/not wearing outdoor clothing/only in nightgown/PJs (1) • Lack of nutrition/hydration/thirsty/hungry (1) may miss mealtime (1) • Ill health/health deteriorates/existing illness may get worse (1) as medication may not be taken on time/missed (1) <p>Award credit for any other appropriate response</p>	4	<p>Up to two marks for each physical effect described.</p> <p>Maximum of two physical effects.</p> <p>Do not accept: Emotional, intellectual or social effects</p>

Question		Answer	Mark	Guidance
1	(c)	Protection from abuse and harm	1	Correct answer only

Question		Answer	Mark	Guidance
1	(d)(i)	<p>One mark for each active listening skill stated.</p> <p>Open/relaxed posture (1)</p> <p>Eye contact (1)</p> <p>Nodding (1)</p> <p>Show empathy/reflecting feelings (1)</p> <p>Clarifying (1)</p> <p>Summarising (1)</p> <p>Award credit for any other appropriate response</p>	3	<p>One mark for each active listening skill stated up to a maximum of three skills.</p>

Question		Answer	Mark	Guidance
1	(d)(ii)	<p>One mark for each benefit stated.</p> <ul style="list-style-type: none"> • Helps her to feel valued and respected (1) • Demonstrates her concerns are taken seriously (1) • Shows that her opinions are being listened to (1) • She will feel reassured it will not happen again (1) <p>Award credit for any other appropriate response</p>	2	<p>One mark for each benefit stated up to a maximum of two.</p>

Question		Answer	Mark	Guidance
2	(a)	<p>One mark for each description.</p> <p>Choice:</p> <ul style="list-style-type: none"> • Give information in a way the young adults can understand (1) • Encourage them to make their own informed choices (1) • Provide different options to choose from e.g., activities/meals (1) <p>Independence:</p> <ul style="list-style-type: none"> • Help them to develop the skills they need to cope alone (1) • Empowering/building confidence to do as much as possible for themselves (1) • To encourage and not intervene too quickly (1) <p>Respect:</p> <ul style="list-style-type: none"> • Listening to/valuing their views and opinions (1) • Having a positive relationship with them (1) • Involving them/enabling them to take part in activities (1) <p>Award credit for any other appropriate response</p>	3	<p>One mark for each description, up to a maximum of three.</p> <p>Examples must be relevant to the day centre scenario.</p> <p>No mark for repeating the terms, choice, independence or respect.</p>

Question		Answer	Mark	Guidance
2	(b)	<p>Up to two marks for one way explained e.g.:</p> <ul style="list-style-type: none"> • by providing food that meets individual needs (1) they are recognising different religious requirements/medical needs/personal preference (1) • celebrating festivals, Chinese New Year/Christmas/Diwali (1) recognising different cultures/religious beliefs promoting inclusivity (1) • a key person provided to give individual learning support (1) recognising that the young adults will have different learning needs e.g. dyslexia/SEND (1) • Providing a wide range of experiences (1) appealing to individual's different interests (1) <p>Award credit for any other appropriate response</p>	2	<p>Up to two marks for one way explained.</p> <p>Examples of ways must be relevant to the day centre scenario.</p>

Question	Answer	Mark	Guidance
2	<p data-bbox="208 209 264 240">(c)</p> <p data-bbox="286 209 479 240">Any one from:</p> <p data-bbox="286 272 775 304">Use a private meeting room/office (1)</p> <p data-bbox="286 336 909 368">Locate meeting in an area away from others (1)</p> <p data-bbox="286 400 846 432">Keep doors to the meeting room closed (1)</p> <p data-bbox="286 464 658 496">Use a do not disturb sign (1)</p> <p data-bbox="286 528 931 560">No discussions in public places, e.g. corridors (1)</p> <p data-bbox="286 639 967 671">Award credit for any other appropriate response</p>	1	<p data-bbox="1308 209 1715 240">One mark for a way identified.</p>

Question	Answer	Mark	Guidance
2 (d)	<p>Evaluation of the strengths and weaknesses of Leo's actions might include:</p> <p>Regular training and updates on safeguarding procedures for all staff:</p> <ul style="list-style-type: none"> ✓ will equip staff with current knowledge of up-to-date practices in supporting and protecting individuals ✓ training raises awareness of safeguarding issues ✓ best practice is shared ✓ having regular meetings can create an open environment where concerns can be raised ✗ attending training takes up time when staff could be working ✗ staff may not want to stay late for training after a day's work ✗ some staff may be absent and miss the training so unaware of the information covered <p>A personal copy of the safeguarding policy for each member of staff:</p> <ul style="list-style-type: none"> ✓ guides staff in procedures to follow ✓ gives staff confidence as they know the correct way to deal with safeguarding issues/situations ✓ staff will know the current practices in safeguarding and protecting individuals ✗ might lose their copy of the policy ✗ might not bother to read it <p>A named member of staff to be responsible for safeguarding</p> <ul style="list-style-type: none"> ✓ someone to answer staff questions; give accurate advice ✓ qualified to give support and advice ✓ ensures staff will be working within the law and providing appropriate care and support ✗ may feel uncomfortable talking to that particular person ✗ might not know that member of staff ✗ the person may not be available when needed <p>Award credit for any other appropriate response</p>	8	<p>Level 3 (high) 6-8 marks</p> <p>A thorough discussion showing detailed understanding of the strengths and weaknesses of Leo' actions in helping staff improve their safeguarding practice.</p> <p>Makes relevant points, many of which are developed.</p> <p>All three of Leo's actions considered.</p> <p>Consistently uses appropriate terminology.</p> <p>Level 2 (mid) 3-5 marks</p> <p>An adequate discussion showing sound understanding of the strengths and weaknesses of Leo' actions in helping staff improve their safeguarding practice.</p> <p>Makes relevant points, some of which are developed.</p> <p>At least two of Leo's actions considered.</p> <p>Uses some appropriate terminology.</p> <p>Level 1 (low) 1-2 marks</p> <p>A brief discussion which shows limited understanding of the strengths and/or weaknesses of Leo' actions in helping staff improve their safeguarding practice.</p> <p>Points made may not be wholly relevant or developed.</p> <p>At least one of Leo's actions considered.</p> <p>Little or no use of appropriate terminology.</p> <p>0 marks Response is not worthy of credit.</p>

Question	Answer	Mark	Guidance
3 (a)	<p>Up to two marks for a benefit of each method explained e.g.:</p> <p>Clarity</p> <ul style="list-style-type: none"> • Jane gives clear instructions/information to patients (1) • Patients know what is happening/where they have to go/what to do (1) • It helps avoid patients misunderstanding (1) <p>Patience</p> <ul style="list-style-type: none"> • Jane does not get irritated/annoyed/stays calm/takes her time (1) with patients, • Patients will feel respected/valued (1) • Patients will not feel rushed/patronised (1) <p>Using appropriate vocabulary</p> <ul style="list-style-type: none"> • Jane doesn't use medical jargon/specialist terminology (1) with patients • The information will be easier for patients to understand (1) • Jane should not use offensive/inappropriate language (1) when talking to patients • Patients will not be offended or upset (1) <p>Award credit for any other appropriate response</p>	6	<p>The communication skill is identified in the question.</p> <ul style="list-style-type: none"> • Clarity • Patience • Using appropriate vocabulary <p>For each communication skill:</p> <p>Up to two marks for a benefit explained.</p> <p>Maximum two marks for each communication skill.</p> <p>Examples must be relevant to the GP surgery scenario</p>

Question		Answer	Mark	Guidance
3	(b)	<p>Any three from:</p> <ul style="list-style-type: none">• Braille• British Sign Language• Interpreters• Makaton• Voice activated software <p>Award credit for any other appropriate response</p>	3	Answers must be specialist methods of communication and appropriate for a GP surgery.

Question	Answer	Mark	Guidance
3 (c)	<p>Personal hygiene measures e.g.</p> <ul style="list-style-type: none"> ○ appropriate use and disposal of tissues/antiseptic wipes/sanitiser ○ hair tied back/covered ○ no jewellery ○ no nail polish ○ open wounds covered ○ regular brushing of teeth ○ regular showering/hair washing ○ correct handwashing routine <p>Explanations e.g.</p> <ul style="list-style-type: none"> ● prevents transfer of bacteria ● destroys/kills bacteria ● ensures high level of cleanliness ● reduces opportunity for spreading bacteria/germs ● stops others coming into contact with bacteria/germs ● barrier method reduces/prevents transfer of bacteria ● removes places for bacteria to be trapped ● prevent cross contamination <p>Award credit for any other appropriate response</p>	4	<p>One mark for each identification of a personal hygiene measure, up to a maximum of two.</p> <p>One mark for explaining how each protects, up to a maximum of two. (Different explanations required)</p> <p>Do not accept:</p> <ul style="list-style-type: none"> ● the same explanation (questions asks for a different one for each measure) ● food hygiene rules (Jane is a Practice Nurse) ● general cleanliness rules (context personal hygiene)

Question	Answer	Mark	Guidance
4 (a)	<p>Up to one mark for a description from:</p> <ul style="list-style-type: none">• Focusing care on the needs of the individual• Ensuring that people's individual needs are met• Enabling individuals to make informed choices about their care• Working together with an individual to plan their care• Working with an individual providing support to meet their unique needs <p>Award credit for any other appropriate response</p>	1	Up to one mark for describing the meaning of the term person-centred values.

Question	Answer	Mark	Guidance
4 (b)	<p>Any two from:</p> <p>6Cs:</p> <ul style="list-style-type: none"> • Care • Compassion • Competence • Communication • Courage • Commitment <p>How they are applied:</p> <p>Care – ensure needs are met/dietary/fluids/medication/treatments</p> <p>Compassion – providing care that demonstrates kindness/respect/consideration</p> <p>Competence – having the knowledge/skills/expertise to provide good quality care</p> <p>Communication – communicating using appropriate methods/specialist methods/listening and developing a good caring relationship/trust</p> <p>Courage – doing the right thing/speaking up if you have concerns/challenge ways of working if this means improved standard of care</p> <p>Commitment – being dedicated to providing a high standard of care so their experience is a positive one</p> <p>Award credit for any other appropriate response</p>	4	<p>One mark for each identification of one of the 6C's, up to a maximum of two.</p> <p>One mark for describing how each is applied, up to a maximum of two.</p>

Question		Answer	Mark	Guidance
4	(c)	<p>Any two from:</p> <ul style="list-style-type: none"> • vulnerable groups/homeless people • children/children in care • people with physical disabilities • people with mental health conditions • older adults in residential care 	2	<p>Do not accept:</p> <ul style="list-style-type: none"> • people with learning disabilities (as given in the question).

Question		Answer	Mark	Guidance
4	(d)	<p>Up to two marks for an explanation e.g.:</p> <p>To check that staff being employed (1)</p> <ul style="list-style-type: none"> • are safe to work/work with vulnerable adults/children (1) <p>To check for criminal convictions (1)</p> <ul style="list-style-type: none"> • preventing criminals from working (1) <p>Award credit for any other appropriate response</p>	2	Up to two marks for an explanation.

Question	Answer	Mark	Guidance
5	<p>Examples of safety procedures might include:</p> <ul style="list-style-type: none"> ○ First aid policy ○ Risk assessments ○ Staff training programmes for: <ul style="list-style-type: none"> ● equipment use ● moving and handling techniques ● first aid ○ Emergency procedures <ul style="list-style-type: none"> ● fire drill ● evacuation ○ Equipment considerations <ul style="list-style-type: none"> ● fit for purpose ● safety checked ● reporting system for damage ● risk assessed ● <p>Explanation might include:</p> <ul style="list-style-type: none"> ● Prevents accidents ● Creates a safe environment <ul style="list-style-type: none"> ○ Staff know how to react in an emergency e.g. fire ○ Enables staff to take quick, efficient action to remove individuals from danger/give first aid ● Prevents injuries to individuals ● Reduces risk <ul style="list-style-type: none"> ○ results in a safer environment, fewer accidents/injuries ● Trained staff always know what to do to keep individuals safe e.g. moving and handling/first aid ● Equipment checked to ensure fit for purpose and can be used safely <p>Award credit for any other appropriate response</p>	6	<p>Level 3 (high) 5-6 marks</p> <p>A thorough explanation showing detailed understanding of how safety procedures protect individuals in a care setting.</p> <p>Two examples are given, relevant points are made many of which are developed.</p> <p>Consistently uses appropriate terminology.</p> <p>Level 2 (mid) 3-4 marks</p> <p>An adequate explanation showing sound understanding of how safety procedures protect individuals in a care setting.</p> <p>Two examples are given, relevant points are made some of which are developed.</p> <p>Uses some appropriate terminology.</p> <p>Maximum 3 marks if response only includes one example.</p> <p>Level 1 (low) 1-2 marks</p> <p>A brief discussion which shows limited understanding of how safety procedures protect individuals in a care setting.</p> <p>Examples made may not be relevant to a care setting and are not developed.</p> <p>Little or no use of appropriate terminology.</p> <p>0 marks Response is not worthy of credit.</p>

Question	Answer	Mark	Guidance
6 (a)	<p>Explanations might include:</p> <p>Barrier method – prevents the spread of infection:</p> <ul style="list-style-type: none"> • Prevents transfer of bacteria – to/from wounds/food etc • Ensures high level of cleanliness – hands/mouth/clothes are covered • Reduces opportunities for spreading bacteria/germs • Prevents aerosol transfer of particles (mask) • Stops others coming into contact with bacteria/being infected • Removes places for bacteria to be trapped e.g., rings covered by disposable gloves • Prevents/reduces risk of cross contamination • Provides high level of cleanliness <p>Examples of PPE include:</p> <ul style="list-style-type: none"> ○ Disposable aprons ○ Disposable/rubber gloves ○ Face masks ○ Hairnets or hygiene hats ○ Overalls ○ Overshoes ○ Surgical garments/scrubs <p>Award credit for any other appropriate response</p>	6	<p>Level 3 (high) 5-6 marks</p> <p>A thorough explanation showing detailed understanding of how PPE protects health care workers.</p> <p>Two examples are given, relevant points are made many of which are developed.</p> <p>Consistently uses appropriate terminology.</p> <p>Level 2 (mid) 3-4 marks</p> <p>An adequate explanation showing sound understanding of how PPE protects health care workers.</p> <p>Two examples are given, relevant points are made some of which are developed.</p> <p>Uses some appropriate terminology.</p> <p>Maximum 3 marks if response only includes one example.</p> <p>Level 1 (low) 1-2 marks</p> <p>A brief discussion which shows limited understanding of how PPE protects health care workers.</p> <p>Examples made may not be relevant to a health care setting and are not developed.</p> <p>Little or no use of appropriate terminology.</p> <p>0 marks Response is not worthy of credit.</p>

Question		Answer	Mark	Guidance
6	(b)	<p>Any two from:</p> <ul style="list-style-type: none"> • Dental practice • Health centre • Hospital • Nursing home • Opticians • Pharmacy • Walk-in centre <p>Award credit for any other appropriate response</p>	2	<p>One mark for each identification, up to a maximum of two.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • GP surgery (as given in the question)

Question		Answer	Mark	Guidance
6	(c)	<p>Any two benefits from:</p> <p>Empowerment:</p> <ul style="list-style-type: none"> • encourages independence • encourages being self-reliant • feeling in control of their lives • gives individuals choice • gives individuals control • encourages independence <p>Any two benefits from:</p> <p>High self-esteem</p> <ul style="list-style-type: none"> • feeling valued • feeling respected • positive mental health <p>Award credit for any other appropriate response</p>	4	<p>One mark for each benefit, up to a maximum of two for empowerment and two for high self-esteem.</p>

Question	Answer	Mark	Guidance
6 (d)	<p>Individuals, any two from:</p> <ul style="list-style-type: none"> • an individual with a learning disability (1) • a young child (1) • someone who has Alzheimer’s/dementia (1) • someone assessed as lacking mental capacity (1) • an individual with a physical disability (1) • people who have a sensory impairment – sight loss, hearing loss (1) <p>Type of support, any two from:</p> <ul style="list-style-type: none"> • go with an individual to meetings or attend for them (1) • help an individual to find and access information (1) • write letters on the individual’s behalf (1) • attend a case conference for someone in order to express their wishes (1) • represent a person’s best interests when applying for disability benefits (1) • speaking about an individual’s needs when a care plan is being discussed (1) <p>Award credit for any other appropriate response</p>	4	<p>One mark for each individual, up to a maximum of two.</p> <p>One mark for giving an example of support, up to a maximum of two</p> <p>A different example must be given for each individual</p>