

Level 1/2 Cambridge National Certificate
Health and Social Care

Unit R021

*Essential values of care for use with
individuals in care settings*

Revision Guide
December 2017

Introduction

This unit focuses on the rights of individuals and will instil the values of care to be used when working in a health, social care or early years environment. All good practice is based on these values and enables those who use and work in care settings to apply quality practice. The unit also provides an overview of legislation and its impact on the care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment. Care settings and covers the hygiene, safety and security matters that relate to promoting a healthy and safe environment.

Many individuals who use services often feel vulnerable and are lacking in confidence. If staff are friendly in their approach, apply the values of good care and are supportive, as well as following the accepted procedures, those using the service will feel respected and assured that all is being done to promote their health and well-being. This unit will enable you to understand how this is achieved.

This unit will also help prepare you for the work place, enabling you to gain an understanding of how the values of care should be applied and how maintaining the rights of individuals will enable them to feel valued.

On completion of the unit, you will have gained an understanding of how to provide quality care for individuals through helping them to achieve their full potential and how to apply the values of care so that individuals feel valued. You will also have gained an understanding of how regulatory frameworks aim to protect both individuals and care workers in settings and how procedures that are in place in care settings, aim to promote standards of hygiene and maintain safety and security for all who use or work within the setting.

Unit Overview

There are four learning objectives in this unit. The exam will cover all of these learning objectives. The Learning Objectives are listed below.

LO1	Understand how to support individuals to maintain their rights
LO2	Understand the importance of the values of care and how they are applied
LO3	Understand how legislation impacts on care settings
LO4	Understand how personal hygiene, safety and security measures protect individuals

Learning Outcome 1

Understand how to support individuals to maintain their rights.

Why it is important to maintain an individuals rights

To help make people feel safe, valued and to raise self-esteem, to empower, to instil confidence and trust, to ensure equality of access to services and treatment and to make sure individual needs are met.



What you need to know



How care workers can support individuals to maintain their rights

By using effective vocabulary (That can be understood, that isn't patronising, that can be adapted to meet the needs of the individual or situation and by listening to the needs of the individual).

By providing up-to-date information (What time services open, what type of care is provided, the location of service centres and any alternative forms of care available)

By Challenging discriminatory behaviour (By encouraging individuals to challenge it at the time, by following procedures and by being proactive in long term campaigning)

By providing information about complaints procedures (By discussing the options they have, what steps to make when making a complaint and what procedures to follow).

By providing advocacy (Someone to speak to on behalf of someone who is unable to speak for themselves).

The rights of individuals within a health and social care setting

To Make Choices (Whether to join in activities or not, food options (deciding what it is they want to eat and when) which GP they want to see and where/how they receive treatment).

Confidentiality (Having personal notes taken and stored securely and not being spoken about so others can hear)

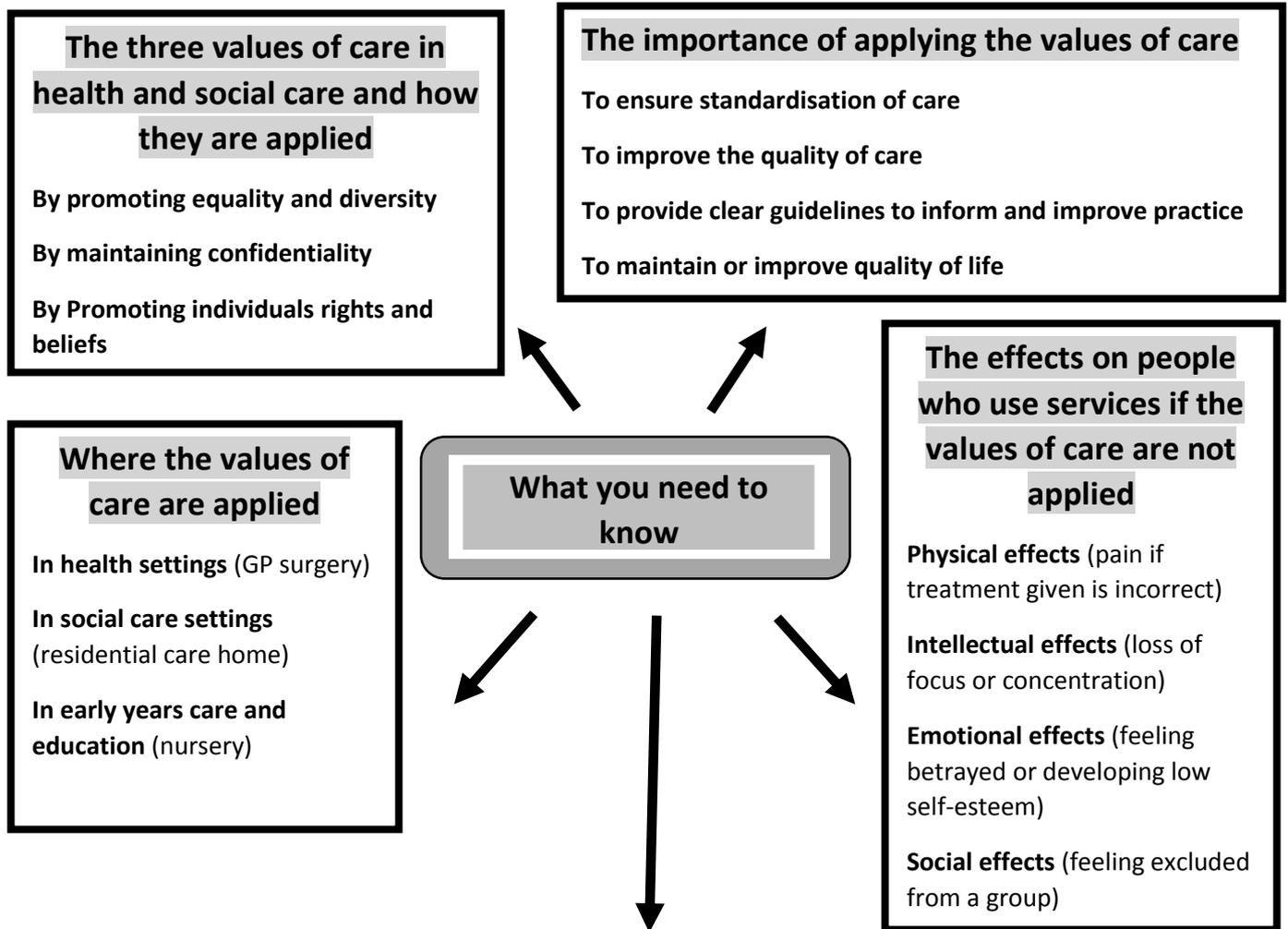
Protection from abuse and harm

Equal and Fair Treatment and Being Treated for the Needs the Individual has.

Consultation (having views and opinions listened to about what type of care the individual would like if it were possible)

Learning Outcome 2

Understand the importance of the values of care and how they are applied.



How the early years values of care are applied in settings

By ensuring the welfare of the child is paramount. (Positive experiences should be encouraged. A child must never be smacked or humiliated).

By keeping children safe and maintaining a healthy environment. (Protecting children from abuse and harm, applying health and safety procedures).

By working in partnership with parents/guardians and families

By encouraging children's learning and development. (Children should be offered a range of experiences providing them with a choice).

By valuing diversity (information about traditions, customs and festivals should be presented)

By ensuring equality of opportunity (each child should be provided with the opportunity to work towards his/her potential)

By practising anti-discrimination

By ensuring confidentiality

By working with others

Learning Outcome 3

Understand how legislation impacts on care settings.

An overview of the key aspects of Legislation

The Equality Act 2010

The Children's Act 2004

The Data Protection Act 1998

The Health and Safety at Work Act 1974

The mental Health Act 2007

The impact of legislation

On people who use the services (allowing individuals to exercise their rights)

On care practitioners (the need for training)

On service providers (the need to produce necessary policies and procedures)

What you need to know

What you need to know



The effects of legislation

- How they help support an individuals rights
- How the provide a framework to maintain and improve quality of practice
- How they provide a guidance for those who work in care settings
- How they set out the standard of practice and conduct of those who work in care settings

Which aspects of legislation are relevant to each group of service users

- Children and young people
- Vulnerable adults
- Ethnic minority groups
- People with disabilities
- Men and women
- Older adults

Learning Outcome 4

Understand how personal hygiene, safety and security measures protect individuals

The Security Measures that should be in place to help protect individuals

- Ways of check external entrances
- Ways of monitoring keys
- Use of security pads on doors
- Reporting concerns to line managers
- Ways of identify staff

The Safety Procedures that should be in place to help protect individuals

- Being aware of emergency procedures (fire evacuation)
- Equipment considerations (having appropriate training, checking it is fit for purpose)
- Moving and handling techniques



What you need to know



What you need to know

The Personal Hygiene routines that should be in place to help protect the individuals

Hair tied back or covered

Cover open wounds

No jewellery

No nail polish

Wear appropriate clothing

Follow appropriate hand washing routines

Regularly shower and wash hair

Regularly brush teeth

Use and dispose of tissues/antiseptic wipes appropriately

The ways to protect individuals from risks and danger

By reducing the spread of infection (general cleanliness, hygiene routines)

By reducing risks and danger (use of a risk assessment)

By having procedures in place that help prevent accidents (practicing fire evacuation)

By having procedures in place that help promote good practice (staff training programmes)

Suggested Activities to help you Learn

LO1: Understand how to support individuals to maintain their rights

1. Think about what your rights are within a health care environment to help you identify and remember the core rights of individuals. Write a definition for each right and aim to remember them.
2. Think about the importance of rights for people who use health care services. Ask friends and family members why they think it is important that their rights should be maintained (especially anyone who has been to the doctors recently or who regularly attends a care setting). Compile a report in which you identify the positive consequences for people who use the services if rights are implemented effectively.
3. Do you know any care workers? If so you could interview with them, find out how care workers can support individuals to maintain their rights.

LO2: Understand the importance of the values of care and how they are applied

1. Investigate the three values of care and then produce an information pack for each in which you include a definition of the value, settings in which the value is applied and three examples of how the value could be applied in each setting (health, social care and early years).
2. Make a set of mix and match cards to help you learn the early years care values and their definitions. Investigate and identify examples of how each early years care value is implemented in at least two care settings (eg- a nursery and an infant school)
3. Carry-out internet research to identify the consequences for individuals if care values are not applied by researching news stories. You could create a case study about what happened to an individual because care values were not applied. (eg where an individual's request not to have a blood transfusions on religious grounds has been ignored) explain what happened, which care values were ignored and the effects on the individual because of this negligence.

LO3: Understand how legislation impacts on care settings

1. Investigate the key aspects for each identified legislation. Create a report in which you outline how the legislation: supports an individual's rights, provides a framework to maintain and improve quality practice, provides guidance for those working in the sector and sets out the standards for practice and conduct
2. Identify which groups (i.e. children, men and women, vulnerable adults, older adults, individuals with disabilities, ethnic minority groups) the legislation would be relevant for. Create a diagram to illustrate this.
3. Mind map the impact of each piece of legislation on the following three categories of people, people who use the service, care practitioners and service providers.

L04: Understand how personal hygiene, safety and security measures protect individuals

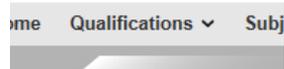
1. Define the term 'personal hygiene' and identify strategies to enhance personal hygiene. Compile a general list of actions associated with personal hygiene then focus on three areas (i.e. no nail polish/ regular brushing of teeth/ no jewellery) and create posters that illustrate the importance of each area along with some issues that may arise as a consequence of poor personal hygiene in these areas.
2. Investigate safety procedures such as, emergency procedures, equipment considerations and moving and handling techniques. If you know anyone who works in a care setting ask them for information with regards to the safety procedure and write a report on your findings. Consolidate your knowledge by outlining the procedures and their importance.
3. Mind map the security measures that you would implement in your own homes then develop this to investigate the security procedures that should be undertaken in a nursery and care home setting. Identify commonalities and suggest why these measures are important.
4. Identify how individuals are protected because of the procedures and security measures. Create an information sheet, include notes about the importance of these procedures.

Useful Websites to help you Learn

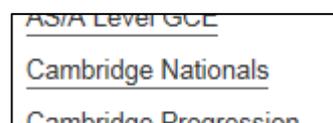
OCR (ocr.org.uk)

This website will provide you with past papers and mark schemes to help you practice questions and check your answers.

1. Select 'Qualifications' on the top tool bar



2. Select 'Cambridge Nationals' from the drop down menu.



3. Scroll down the page to find the list of qualifications and select health and social care

[> Health and Social Care Level 1/2 - J801, J811, J821](#)

4. Scroll down the page and select past papers/mark schemes to open the drop down menus.

+ (5) Mark schemes

+ (2) Newsletters

(9) Past papers

+ (2) Past papers 2013 - January series

+ (2) Past papers 2013 - June series

The National Health Service (www.nhs.uk)

This website will provide you with information relating to care and support through the national health services.

Government Legislation (Legislation.gov.uk)

This website will provide you with information about the key legislation that apply to the health and social care services

Health & Safety Executive (www.hse.gov.uk/healthservices/safety-topics.htm)

This website will provide you with information relating to safety procedures within the workplace. It will help you identify safety procedures and legislative information.

Care and the Law (www.careandthelaw.org.uk)

This website will provide you with an overview of various pieces of legislation that apply to the health and social care services

Exam Tips

Read through the paper before answering questions, link each question to the relevant learning objective. This will help you recall the necessary information.

Check the number of marks awarded for each question before writing your answer.

Where you are required to provide a set number of short answer responses then only write the requested amount. Any more will not be marked! Write your responses from left to right on each line and then line by line until the required number of responses have been included.

Some questions will require you to write an explanation or description to form the answer. They are usually worth 6 or 8 marks. Remember, not only are you being assessed on your understanding of the question but also on your writing skills. Bullet point lists will only allow you to pick up minimum marks regardless of how long it is!



Content	Levels or response
<p>The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 – checklist</p> <ul style="list-style-type: none"> • Detailed explanation • Balanced – emergency procedures and equipment considerations • Explicitly linked to staff & early years settings • Correct use of terminology <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic explanation of procedures and/or equipment considerations • Not linked to staff • List like <p>Answers must relate to protecting staff for Level 2</p> <p>Must use terminology eg. risk assessment, PPE, evacuation plan etc to achieve Level 2.</p>	<p>Level 2 (4–6 marks)</p> <p>Answers provide a detailed explanation of how safety procedures protect staff at early years settings/Progress Primary. Answers include both emergency procedures and equipment considerations. Answers will be coherent, using correct terminology.</p> <p>Level 1 (1–3 marks)</p> <p>Answer provides a basic explanation of how safety procedures protect. Answers may not be explicitly linked to staff or early years settings. May only cover emergency procedures or equipment considerations. List like answers should be placed in this band. Sub-max of 3 for emergency procedures OR equipment done well.</p> <p>0 marks = not worthy of credit</p> <p>NR = no response</p>

If you are asked to give a number of responses do not to repeat yourself. Repeated answers will not be marked! To avoid this try and give completely different answers.

(a) Identify four security measures that could be used in an early years setting, such as Progress Primary School, to prevent unwanted visitors getting in to the school building.

- 1
- 2
- 3
- 4

[4]

If a response is too vague it will not be marked. Responses must be detailed and supported by an explanation where necessary.

And finally all answers must be in context. Try to refer back to the question or use facts from the questions to help explain your answer.

GOOD LUCK!