Our Cambridge National in Health and Social Care will
encourage students to:

- understand and apply the fundamental principles and concepts of the rights of individuals, person-centred values, effective communication and how to protect individuals in health and social care settings
- develop learning and practical skills that can be applied to real-life contexts and work situations think creatively, innovatively, analytically, logically and critically
- develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

R032: Principles of care in health and social care settings

This unit is assessed by an exam.

In this unit pupils will learn about the key topics that are important when caring for and protecting people in health and social care.

Topics include:
o Topic Area 1 The rights of service users in health and social care settings
o Topic Area 2 Person-centred values
o Topic Area 3 Effective communication in health and social care settings
o Topic Area 4 Protecting service users and service providers in health and social care settings

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

Topic Area 1: The rights of service users in health and social care settings	
Teaching content	Breadth and depth
1.1 Types of care settings	
□ Health care □ Social care	To include: ● Know examples of each type of setting.
1.2 The rights of service users	
The right to: □ Choice □ Confidentiality □ Consultation □ Equal and fair treatment □ Protection from abuse and harm	To include: ● That service users are entitled to have these rights met in health and social care settings. ● Examples of how service users' rights are met.
1.3 The benefits to service users' health and wellbeing when their rights are maintained	
□ Empowerment ● Encourages independence and being self reliant ● Feeling in control of their lives ● Gives service users choice, control and independence □ High self-esteem ● Feeling valued ● Feeling respected ● Positive mental health □ Service users' needs are met Appropriate care or treatment such as mobility aids provided, or dietary requirements met ● Results in good/improving physical or mental health	To include: ● Examples of how maintaining rights will benefit service users' health and wellbeing. ● Linking benefits to rights in health and social care settings

□ Trust
    ● Reassured that service providers will not harm them
    ● Confident that service providers have service users best interests in mind
    ● Confident in the care they receive	

Topic area 2: Person centred values	
Teaching content	**Breadth and depth**
2.1 Person-centred values and how they are applied by service providers	

□Person-centred values
    ● Individuality
    ● Choice
    ● Rights
    ● Independence
    ● Privacy
    ● Dignity
    ● Respect
    ● Partnership
    ● Encouraging decision making of service user
	To include:
	    ● Know the meaning of person-centred values.
	    ● Examples of how the person-centred values can be applied in health and social care settings by service Providers.

□ Qualities of a service practitioner, the 6Cs
    ● Care
    ● Compassion
    ● Competence
    ● Communication
    ● Courage
    ● Commitment
	To include:
	    ● Know the meaning of the 6Cs.
	    ● Examples of how service practitioners use the 6Cs to inform and deliver person-centred values.

2.2 Benefits of applying the person-centred values	
Benefits for service providers of applying person centred values	To include:

□ Provides clear guidelines of the standards of care that should be given □ Improves job satisfaction □ Maintains or improves quality of life □ Supports rights to choice and consultation □ Supports service practitioners to develop their skills □ Enables the sharing of good practice	● Examples of how applying the person-centred values will benefit service providers. ● Linking benefits of applying person-centred values in health and social care settings.
Benefits for service users of having the person-centred values applied □ Ensures standardisation of care being given □ Improves the quality of care being given to the service user □ Maintains or improves quality of life for the service user □ Supports service users to develop their strengths	To include: ● Examples of how applying the person-centred values will benefit service users. ● Linking benefits of applying person-centred values in health and social care settings.

2.3 Effects on service users' health and wellbeing if person-centred values are not applied

□   Physical effects
   ● Pain if medication or treatment is not given
   ● Illness may get worse
   ● Malnutrition/illness due to lack of food for special dietary needs
   ● Dehydration due to lack of regular fluids
   ● Injury
 	
□ Intellectual effects
   ● Lack of progress or skills development
   ● Failure to achieve potential
   ● Loss of concentration
   ● Lack of mental stimulation
	To include:
	● Applying examples in all health and social care settings.
	● Analysing the effects and making connections between the PIES.

□ Emotional effects
   ● Depression
   ● Feeling upset
   ● Low self-esteem/feeling inadequate
   ● Anger/frustration
   ● Stress
 	
□ Social effects
   ● Feeling excluded
   ● Feeling lonely
   ● Lack of social interaction/poor social skills
   ● Become withdrawn	

Topic area 3: Effective communication in health and social care settings

Teaching content	Breadth and depth

3.1 The importance of verbal communication skills in health and social care settings

□ Adapting type/method of communicating to meet the needs of the service user or the situation
□ Clarity
□ Empathy
□ Patience
□ Using appropriate vocabulary
□ Tone
□ Volume
□ Pace
□ Willingness to contribute to team working
	To include:
	   ● An understanding of the verbal communication skills linked with how and when they could be used with service users in health and social care settings.
	   ● Benefits of using them.

3.2 The importance of non-verbal communication skills in health and social care settings

□ Adapting type/method of communicating to meet the needs of the service user or the situation □ Eye contact	To include: ● An understanding of the non-verbal communication skills linked with how and when

□ Facial expressions
□ Gestures
□ Positioning
    ● Space
    ● Height
    ● Personal space
□ Positive body lang
	they could be used with service users in health and social care settings.
	    ● Benefits of using them.

3.3 The importance of active listening in health and social care settings

□ Active listening skills
    ● Open, relaxed posture
    ● Eye contact, looking interested
    ● Nodding agreement
    ● Show empathy, reflecting feelings
    ● Clarifying
    ● Summarising to show understanding of key points
	To include:
	    ● An understanding of the active listening skills linked with how and when they could be used with service users in care settings.
	 Benefits of using them.

3.4 The importance of special methods of communication in health and social care settings

□ Advocate
□ Braille
□ British Sign Language
□ Interpreters
□ Makaton
□ Voice activated software
	To include:
	    ● An understanding of each special method of communication linked with how and when they could be used with service users in health and social care settings.
	    ● Benefits of using them.

3.5 The importance of effective communication in health and social care settings

□ Supports the person-centred values and individual's rights
    ● Empowerment
    ● Reassurance
    ● Feeling valued
    ● Feeling respected
    ● Trust
	To include:
	    ● Know the meaning of 'safeguarding'.
	    ● Reasons why service users need safeguarding.
	    ● Examples of the impacts.

Teaching content	Breadth and depth

□ Helps to meet service users' needs
□ Protects the rights of service users
□ The impact of good communication skills
   ● Well informed service users
   ● Actively listening to service users' needs, concerns, and opinions enables them to feel valued and respected
   ● Using appropriate vocabulary/no jargon aids understanding so service users feel reassured
□ The impact of poor communication skills
   ● Misunderstanding if information not clearly explained
   ● Errors or danger to health due to inaccurate record keeping
   ● Distress/upset if service user feels patronised
   ● If speech is too fast the listener will not have time to take it all in	

Topic area 4:

Teaching content	Breadth and depth

4.1 Safeguarding

Teaching content	Breadth and depth

□ Service users who need safeguarding
   ● Vulnerable groups – e.g. homeless people
   ● Children
   ● People with physical and learning disabilities
   ● People with mental health conditions
   ● Older adults in residential care settings
   ● People who have a sensory impairment – sight loss, hearing loss
   ● People in residential care dependent on carers – children, older adults
□ Impacts for service users of a lack of safeguarding
   ● Physical impacts
   ● Intellectual impacts
   ● Emotional impacts	

● Social impacts
□ Safeguarding procedures in care settings
    ● Safeguarding policy
    ● Designated Safeguarding Lead (DSL) person with responsibility for safeguarding
□ Safeguarding training for all staff so that they
    ● Are aware of their duty to report a serious concern
    ● Know the care settings procedures for reporting a disclosure of abuse or serious concern
    ● Can recognise possible signs of abuse or harm
    ● Know who to report to
□ Disclosure and Barring Service (DBS) checks for all staff
    ● Standard checks
    ● Enhanced checks
    ● The barred list	

4.2 Infection prevention	

□ General cleanliness
    ● Use anti-bacterial sprays on surfaces
    ● Clean toys and play equipment regularly
    ● Mop floors and vacuum carpets daily
    ● Clean and disinfect toilets frequently
    ● Correct disposal of hazardous waste in health and care settings
□ Personal hygiene measures
    ● Hair tied back/covered
    ● Open wounds covered
    ● No jewellery
    ● No nail polish
    ● Correct hand washing routine
    ● Regular showering and hair washing
    ● Regular brushing of teeth
    ● Appropriate use and disposal of tissues/ antiseptic
	To include:
	    ● Reasons for carrying out infection prevention in different types of care settings.
	    ● How they protect the health and wellbeing of service providers and service users in different types of health and social care settings

wipes/sanitiser
□ PPE (personal protective equipment)
    ● Disposable aprons
    ● Disposable gloves
    ● Rubber gloves
    ● Face masks
    ● Hairnets or hygiene hats
    ● Overalls
    ● Overshoes
    ● Surgical garments/scrubs	

4.3 Safety procedures and measures	

□ Safety procedures for reducing risk/danger and promoting good practice
    ● First aid policy
    ● Risk assessments
    ● Staff training programmes for
o Equipment use
o Moving and handling techniques
o First aid
    ● Emergency procedures
o Fire drill
o Evacuation
    ● Equipment considerations
o Fit for purpose
o Safety checked
o Reporting system for damage
o Risk assessed
□ Safety measures
    ● Displaying a fire safety notice
    ● Using warning signs
o A 'wet floor' sign
o 'No entry' sign
	To include:
	    ● The importance of the procedures and measures.
	    ● How they protect service providers and service users in different types of health and social care settings.
	    ● Know the difference between a 'procedure' and a 'measure'
	o A procedure is set process that is followed such as a fire drill or carrying out risk assessments.
	o A measure is a particular action such as putting up a wet floor sign.
	Does not include:
	    ● Full details of how to carry out a risk assessment.
	    ● First aid practice.

4.4 How security measures protect service users and staff	

Security measures
□ Identifying staff
    ● ID lanyards
    ● Staff uniform
□ Monitoring of keys
    ● Limits number of people with access to keys
    ● List of keyholders – know who has the keys
□   Receiving and monitoring visitors
    ● Staff on duty at entrance monitors access
    ● Signing in and out book for visitors, know who is there and who has left
    ● Issuing visitor badges
□ Reporting of concerns to line managers
    ● Appropriate action can be taken by senior staff
□ External doors, restricting access
    ● Electronic swipe card entry system
    ● Buzzer entry system
    ● Security pad with pin code
□ Window locks and restraints
    ● Keeps vulnerable service users safe – prevents falling out of open window or strangers entering
	To include:
	    ● Reasons for security measures in different types of health and social care settings.
	    ● How they protect the health and wellbeing of service users and service providers in different types of health and social care settings