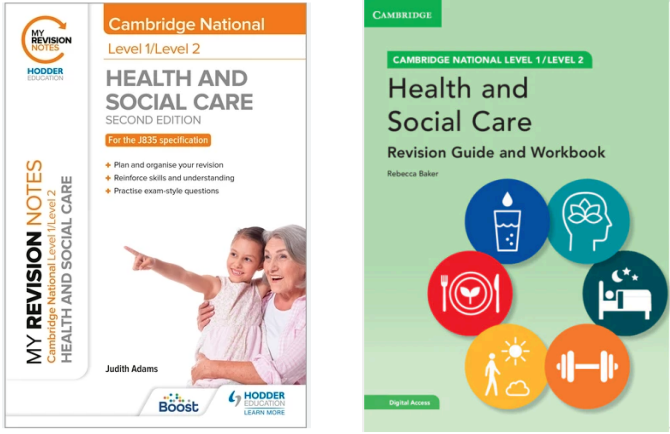


Health and Social Care

Exam Board	Recommended Revision Guide	Support Available at QE
OCR		<p>After School sessions for Controlled assessment intervention until Easter.</p> <p>After Easter Revision sessions on Wednesday afterschool until 4.20pm</p> <p>Lunchtime drop-in sessions every lunchtime in C206 - These are essential for those students resitting the NEA coursework RO33</p>
Exam date/s		
<p>5th June 2024 <i>Principles of care in health and social care settings</i></p>		
Week beginning	Topic / Content to revise	Completed / RAG rate
<p>26th February 10 weeks to go</p>	<p>Types of care settings</p> <ul style="list-style-type: none"> • Health care • Social care <p>Know examples of each type of setting.</p> <p>The rights of service users: The right to:</p> <ul style="list-style-type: none"> • Choice • Confidentiality • Consultation • Equal and fair treatment • Protection from abuse and harm <ul style="list-style-type: none"> • That service users are entitled to have these rights met in health and social care settings • Examples of how service users' rights are met. 	
<p>4th March 9 weeks to go</p>	<p>The benefits to service users' health and wellbeing when their rights are maintained</p> <p>Empowerment</p> <ul style="list-style-type: none"> • Encourages independence and being self reliant • Feeling in control of their lives • Gives service users choice, control and independence 	

	<p>High self-esteem</p> <ul style="list-style-type: none"> ● Feeling valued ● Feeling respected ● Positive mental health <p>Service users' needs are met</p> <ul style="list-style-type: none"> ● Appropriate care or treatment such as mobility aids provided, or dietary requirements met ● Results in good/improving physical or mental health <p>Trust</p> <ul style="list-style-type: none"> ● 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 	
<p>11th March 8 weeks to go</p>	<p>Person-centred values and how they are applied by service providers</p> <p>Person-centred values</p> <ul style="list-style-type: none"> ● Individuality ● Choice ● Rights ● Independence ● Privacy ● Dignity ● Respect ● Partnership ● Encouraging decision making of service user <ul style="list-style-type: none"> ● 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 <p>Qualities of a service practitioner, the 6Cs</p> <ul style="list-style-type: none"> ● Care ● Compassion ● Competence ● Communication ● Courage ● Commitment <ul style="list-style-type: none"> ● Know the meaning of the 6Cs. ● Examples of how service practitioners use the 6Cs to inform and deliver person-centred values. 	
<p>18th March 7 weeks to go</p>	<p>The importance of verbal communication skills in health and social care settings</p> <p>Adapting type/method of communicating to meet the needs of the service user or the situation</p> <ul style="list-style-type: none"> ● Clarity ● Empathy 	

	<ul style="list-style-type: none"> ● Patience ● Using appropriate vocabulary ● Tone ● Volume ● Pace ● Willingness to contribute to team working ● 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. <p>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</p> <ul style="list-style-type: none"> ● Eye contact ● Facial expressions ● Gestures ● Positioning <ul style="list-style-type: none"> ○ Space ○ Height ○ Personal space ● Positive body language, no crossed arms/legs ● Sense of humour ● An understanding of the non-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. 	
<p>25th March 6 weeks to go</p>	<p>The importance of active listening in health and social care settings</p> <ul style="list-style-type: none"> ● Active listening skills ● Open, relaxed posture ● Eye contact, looking interested ● Nodding agreement ● Show empathy, reflecting feelings Clarifying ● Summarising to show understanding of key points ● 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. <p>The importance of special methods of communication in health and social care settings</p> <ul style="list-style-type: none"> ● Advocate ● Braille 	

	<ul style="list-style-type: none"> ● British Sign Language ● Interpreters ● Makaton ● Voice activated software ● 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. 	
<p>1st April 5 weeks to go</p>	<p>The importance of effective communication in health and social care settings</p> <p>Supports the person-centred values and individual's rights</p> <ul style="list-style-type: none"> ● Empowerment ● Reassurance ● Feeling valued ● Feeling respected ● Trust <p>➤ Helps to meet service users' needs ➤ Protects the rights of service users ➤ The impact of good communication skills</p> <ul style="list-style-type: none"> ○ 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 <p>The impact of poor communication skills</p> <ul style="list-style-type: none"> ● 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 	
<p>8th April 4 weeks to go</p>	<p>Safeguarding Service users who need safeguarding Vulnerable groups – e.g. homeless people</p> <ul style="list-style-type: none"> ● 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 	

	<p>carers – children, older adults</p> <ul style="list-style-type: none"> → Know the meaning of ‘safeguarding’. → Reasons why service users need safeguarding. → Examples of the impacts. <p>Impacts for service users of a lack of safeguarding</p> <ul style="list-style-type: none"> ● Physical impacts ● Intellectual impacts ● Emotional impacts ● Social impacts <p>Safeguarding procedures in care settings</p> <ul style="list-style-type: none"> ● 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 <p>Disclosure and Barring Service (DBS) checks for all staff</p> <ul style="list-style-type: none"> ● Standard checks ● Enhanced checks ● The barred list ● Reasons for having DBS checks for all staff. ● The difference between the standard checks, enhanced checks and barred list. 	
<p>15th April 3 weeks to go</p>	<p>Infection prevention</p> <p>General cleanliness</p> <ul style="list-style-type: none"> ● 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 ● 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 	

	<p>Personal hygiene measures</p> <ul style="list-style-type: none"> ● 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 wipes/sanitiser <p>PPE (personal protective equipment)</p> <ul style="list-style-type: none"> ● Disposable aprons ● Disposable gloves ● Rubber gloves ● Face masks ● Hairnets or hygiene hats ● Overalls ● Overshoes ● Surgical garments/scrubs 	
<p>22nd April 2 weeks to go</p>	<p>Safety procedures and measures</p> <ul style="list-style-type: none"> ● 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' <ul style="list-style-type: none"> ○ A procedure is a set process that is followed such as a fire drill or carrying out risk assessments. ○ A measure is a particular action such as putting up a wet floor sign. <p>Safety procedures for reducing risk/danger and promoting good practice</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 <p>Emergency procedures</p> <ul style="list-style-type: none"> ● Fire drill ● Evacuation <p>Equipment considerations</p> <ul style="list-style-type: none"> ● Fit for purpose ● Safety checked ● Reporting system for damage ● Risk assessed <p>Safety measures</p> <ul style="list-style-type: none"> ● Displaying a fire safety notice 	

	<ul style="list-style-type: none"> ● Using warning signs <ul style="list-style-type: none"> ○ A 'wet floor' sign ○ 'No entry' sign 	
<p>29th April 1 week to go</p>	<p>How security measures protect service users and staff</p> <ul style="list-style-type: none"> ● 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. <p>Security measures</p> <p>Identifying staff</p> <ul style="list-style-type: none"> ● ID lanyards ● Staff uniform <p>Monitoring of keys</p> <ul style="list-style-type: none"> ● Limits number of people with access to keys ● List of keyholders – know who has the keys <p>Receiving and monitoring visitors</p> <ul style="list-style-type: none"> ● 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 <p>External doors, restricting access</p> <ul style="list-style-type: none"> ● Electronic swipe card entry system ● Buzzer entry system ● Security pad with pin code <p>Window locks and restraints</p> <ul style="list-style-type: none"> ● Keeps vulnerable service users safe – prevents falling out of open window or strangers entering 	
<p>6th May 0 weeks to go</p>	<p>Benefits of applying the person-centred values</p> <ul style="list-style-type: none"> ● 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 <p>Benefits for service users of having the person-centred values applied</p> <ul style="list-style-type: none"> ● Ensures standardisation of care being 	

	<p>given</p> <ul style="list-style-type: none"> ● 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 	
13th May	<p>Effects on service users' health and wellbeing if person-centred values are not applied</p> <p>Physical effects</p> <ul style="list-style-type: none"> ● 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 <p>Intellectual effects</p> <ul style="list-style-type: none"> ● Lack of progress or skills development ● Failure to achieve potential ● Loss of concentration ● Lack of mental stimulation <p>Emotional effects</p> <ul style="list-style-type: none"> ● Depression ● Feeling upset ● Low self-esteem/feeling inadequate ● Anger/frustration ● Stress <p>Social effects</p> <ul style="list-style-type: none"> ● Feeling excluded ● Feeling lonely ● Lack of social interaction/poor social skills ● Become withdrawn 	
20th May		
27th May		
3rd June		
Exam 6th June		