

HEALTH & SOCIAL CARE RO21

LO1: Understand how to support individuals to maintain their rights

A KEY TERMINOLOGY		
1	Empower	To give someone the control or authority to do something.
2	Diversity	Recognising, accepting, valuing and appreciating differences in things such as faith, diet, ethnicity and customs.
3	Interpreter	Someone who converts a spoken to signed message from one language to another
4	Jargon	Using technical language or terms and abbreviations that are difficult for individuals to understand.
5	Legislation	A collection of laws passed by Parliament, which state the rights and entitlements of the individual. Laws are upheld through the courts.
6	Redress	To obtain justice after receiving inadequate care. Possibly compensatory or having rights restored in some way/
7	Service Provider	An individual, group or organisation that provide a health, social care or educational service.
8	Service User	An individual who accesses a health, social care or educational service.
9	Translator	Someone who converts a written message from one language to another.

B INDIVIDUAL RIGHTS		
1	Choice	Having the opportunity to decide or pick between two or more options.
2	Confidentiality	Limiting access or placing restrictions on the sharing of sensitive information. Need to know basis.
3	Consultation	The process of discussing something with someone, in order to get their advice or opinion, so that a decision can be made that is acceptable to everyone.
4	Protection from harm and abuse	Protecting people's health, wellbeing and human rights and enabling them to live free from harm, abuse and neglect.
5	Equal and fair treatment	Equal treatment means being given the same opportunities and choices as everyone else. Fair treatment means being able to have full access to those opportunities and choices.
6	Why rights are important	<ul style="list-style-type: none"> • Feel valued and raise self-esteem • Empower them, giving them control over their lives • Instil confidence and trust in care services and care workers • Feel safe in the care setting • Provide equality of access to services and treatments • Ensure individual needs are met

C HOW CARE WORKERS MAINTAIN RIGHTS		
1	Effective communication	<ul style="list-style-type: none"> • Use vocabulary that can be understood • Don't be patronising • Adapt your communication to meet the needs of the individual or situation • Listen to the individuals needs
2	Up-to-date information	<ul style="list-style-type: none"> • Opening and closing times so they know when services are available • Contact details so they can communicate with the services • Types of care provided and alternatives available so the individual can choose what's appropriate and stays in control • Results of tests/ treatments so individuals are fully informed and understand the situation • Complaints procedure so they know that they will be taken seriously if their rights are not being met
3	Challenging discriminatory behaviour	<p>At the time - explain how they are being discriminatory to raise their awareness and help them to reflect.</p> <p>Afterwards - refer the individual to the settings policies, consult a senior member of staff and follow</p> <p>Long term - provide training to further raise awareness and correct ways of working.</p>
4	Information about complaints procedures	<ul style="list-style-type: none"> • When to complain • Options available when making a complaint • Steps to take when making a complaint • Procedures to follow
5	Providing advocacy	Providing someone that will speak on behalf of someone who is unable to speak for themselves. They represent the individuals views, ensure their rights and needs are recognised and act in their best interests.

D LINKS TO OTHER UNITS		
1	RO22	Communicating and working with individuals in health, social care and early years settings.
2	RO27	Creative activities to support individuals in health, social care and early years settings.

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

A KEY TERMINOLOGY

1	Care Practitioner	
2	Equality	Ensuring individuals are treated fairly and given the same choices and opportunities, regardless of differences
3	Designated Child Protection Officer	A named individual who is the first point of contact for staff in a care setting if they have any concerns about a child, or need advice about the welfare of a child
4	Disempowerment	Feeling that you have a lack of control over your life and lack independence
5	Learned helplessness	When someone gives up trying as a result of consistent lack of achievement or reward - they come to believe that it is not worth trying because they will fail anyway
6	Marginalised	Excluded from participating; feeling unimportant and not wanted by the majority of people.

B THE VALUES OF CARE

1	Core Principles	The values of care are the core principles that underpin care work. They are ways of working that aim to prevent discrimination, reduce inequalities and help to ensure individuals care needs are met.
2	Values of Care Applied	<ul style="list-style-type: none"> Promoting equality and diversity Maintaining confidentiality Promoting rights and beliefs
3	Benefits of Values of Care	<ul style="list-style-type: none"> Clear guidelines to inform and improve practice Standardisation of care Improved quality of care Quality of life is maintained or improved

C VALUES OF CARE IN CARE SETTINGS

1	Early Years Settings	<ul style="list-style-type: none"> Ensuring the welfare of the child is paramount Keeping children safe and maintaining a healthy and safe environment Working in partnership with parents/ guardians and families Encouraging children's learning and development Valuing diversity Ensuring equality of opportunity Practising anti-discrimination Ensuring confidentiality Working with other professionals
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D REFLECTIVE PRACTITIONER

1	Reflective Practitioner	Someone who regularly looks back at the work they do to consider how they can improve their practice. It literally means to reflect on the work that has been done.
2	Main Aspects	<ul style="list-style-type: none"> Evaluating specific incidents or activities Identifying what might be done better next time Identifying what went well Exploring training and development needs

D EFFECTS ON P.I.L.E.S

1	Physical	Pain, bruising, dehydration Self-harm, illnesses worsen
2	Intellectual	Lack of skill development and limited communication Lack of knowledge, progress and achievement Loss of concentration, lack of focus and interest
3	Emotional	Feeling disempowered; feel unwanted, unimportant, lose control and interest in life, Low self-esteem, frustration, loss of trust
4	Social	Withdrawn, lonely and isolated Unco-operative, refusal and less sociable

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LO3: Understand how legislation impacts on care settings #1

A KEY TERMINOLOGY		
1	Dementia	A condition that causes memory loss, confusion and difficulty with daily living tasks.
2	Direct Discrimination	Intentionally putting someone at a disadvantage or treating them unfairly based on their differences.
3	Disablism	Behaviour that is abusive or discriminatory based on the belief that people with disabilities are inferior and less valued members of society.
4	Gender Reassignment	When a person's physical sexual characteristics are changed by medical procedures such as surgery or hormone treatment.
5	Harassment	Unwanted behaviour that has the purpose or effect of violating a person's dignity, or intends to intimidate or humiliate them.
6	Indirect Discrimination	When a policy, or practice rule applies to everybody but has a detrimental effect on some people. E.g. A job advert that states men should be clean shaven would discriminate against individuals who have facial hair because of their religious beliefs
7	Monitoring	To measure and check the progress or quality of something over time. Methods of monitoring can involve observations, inspections, analysis or service user questionnaires.
8	Paramount Principle	The child's best interest and welfare is the first and most important consideration.
9	PPE	Personal protective equipment provided by your employer. This is the clothing designed to ensure personal safety in the workplace.
10	Protected Characteristics	Refers to nine characteristics identified by the Equality Act. It is unlawful to discriminate against someone on the basis of a protected characteristic.
11	Sexual Orientation	An individual's sexual preference; for example, homosexual, heterosexual.
12	Sexualism	Discrimination or negative attitudes towards a person or group of people on the basis of their sexual orientation or sexual behaviour.
13	Supervised Community Treatment	Where someone with a mental illness is treated at home. This will have conditions attached such as attending appointments
14	Transphobia	Discriminatory behaviour against transgender or transsexual individuals on the basis that they do not conform to society's gender expectations.
15	Victimisation	Bad treatment directed towards someone who has made a complaint or taken action under the Equality Act.
16	Vulnerable	An individual who is unable to take care of themselves against significant harm or exploitation. This could be because of mental or physical disability or illness.

B IMPACT OF LEGISLATION		
1	What is it?	A collection of laws passed by Parliament, which state the rights and entitlements of the individual. The law is upheld through the courts.
2	Protection	It puts responsibilities on service providers to promote equal opportunities and to support individual rights.
3	Provision	<ul style="list-style-type: none"> Provides a framework to maintain and improve quality of practice Provides guidance for those who work in the health, social care and early years sectors Sets out the standard of practice and conduct those who work in the health, social care and early years sectors should meet. Provides a system of redress Requires regular monitoring of care standards
4	Vulnerable Groups	<ul style="list-style-type: none"> Children and young people Vulnerable adults Minority ethnic groups People with disabilities Men and Women Older Adults
5	People who use services	Will know the rights they are entitled to and can exercise their rights when choosing care and support services. Have a system of redress through the courts and are protected through legislation.
6	Care practitioners	Given a detailed set of regulations regarding standards of practice and conduct, data protection requirements and keeping people safe. They will be aware of their responsibilities, especially when they have received training on the legislation.
7	Service Providers	Will have a framework to help them maintain and improve their quality of service and will have organisational policies and procedures in place to ensure this is met. Will know what is legally required of them and will continue to monitor and make any required adjustments to their service.

HEALTH & SOCIAL CARE RO21

LO3: Understand how legislation impacts on care settings #2

A EQUALITY ACT		C DATA PROTECTION ACT	
1	Direct and indirect discrimination on the basis of a protected characteristic is illegal. Age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion, sex and sexual orientation.	1	Data should be processed fairly and lawfully. With consent and confidentiality
2	Prohibits or forbids discrimination in education, employment, access to goods and services and housing.	2	Data should only be used for the purpose for which it was intended.
3	Covers victimisation and harassment on the basis of a P.C.	3	The amount of information collected must be adequate and relevant but not excessive.
4	Reasonable adjustments have to be made by employers or providers of goods or services for those with disabilities.	4	Data should be accurate and kept up-to-date. Old data should be destroyed or updated.
5	Women have the right to breastfeed in public.	5	Kept for no longer than is necessary.
6	Discrimination due to association is an offence, such as carers of an individual with a protected characteristic	6	Processed in line with the rights of the individual. The individual has to the right to know what information is held about them and how it is used.
B CHILDREN ACT		7	Secured and not transferred to other countries without the individuals consent.
1	Aims to protect ALL children at risk.	D MENTAL HEALTH ACT	
2	Paramountcy principle; children's needs must come first.	1	Aims to protect those at risk to themselves or others
3	Children have a right to be consulted if they are mature enough.	2	Gives a definition of the different types of mental disorders and what rights and safeguards (protective measures) they are entitled to.
4	Children have a right to an advocate.	3	Clearly sets out the circumstances and processes in which a person who has a mental disorder can legally be treated, admitted (sectioned) without their consent and how they can appeal this process.
5	Every Child Matters (ECM) sets a focus for children's services to ensure that children are: SHEEP <ul style="list-style-type: none"> • Safe, healthy and have economic well-being • Enjoying and achieving • Making a positive contribution 	4	It gives relatives, approved social workers and doctors the right to have a person detained under the act for their own safety or to ensure the safety of others.
D HEALTH AND SAFETY AT WORK ACT			
Employers must ensure	<ul style="list-style-type: none"> • The working environment does not put anyone at risk. • The equipment provided is safe to use and in good working order. • Staff are adequately trained in health and safety • Policies, procedure posters, first aid, PPE etc 	Employees must ensure	<ul style="list-style-type: none"> • All hazards are reported and Employees are responsible • Cooperate with their employer and follow health and safety procedures and attend training • Not misuse or tamper with equipment that meets health and safety regulations and wear PPE were required

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LO4: Understand how personal hygiene, safety and security measures protect individuals

A PERSONAL HYGIENE

1	Infection	When germs and bacteria invade the body and cause a disease or illness.
2	Benefits	Reduces the amount of bacteria people carry, or even destroy it, which can prevent the transfer of bacteria. Regular showering; cleaning teeth; Barrier methods; No jewelry or nail polish; Tying hair back; Disposing of used tissues
3	Serving food	<ul style="list-style-type: none"> Wash and dry hands thoroughly before and after Avoid coughing and sneezing near food; use a tissue, dispose of it and wash hands immediately Do not prepare food if you are unwell Cover all wounds with coloured waterproof plaster Hair net, hat, clean apron or overall
4	Hand washing routines	Before and after putting on gloves, treating wounds, providing personal care, nappy changing, handling food, clearing up, throwing things away, touching your face, using the toilet
5	Protective Clothing	Effective BARRIERS include disposable gloves and aprons; rubber gloves; face masks; hair nets or hygienic hats; overalls; overshoes; surgical garments

B SECURITY MEASURES

1	Security measures	Necessary to keep staff and service users safe. Stop unauthorised people gaining access and stop vulnerable individuals leaving the building unsupervised.
2	People	Manned reception desk, signing in/out book, visitor badges, escorted visitors, report concerns to manager.
3	Building	Staff checking entrances, locks on doors, key monitoring, entry systems, CCTV, alarms, window locks

C SAFETY MEASURES

1	Safety Procedures	Guidelines on how to ensure everyone's safety. School trips, fire.
2	Safety Measures	A specific action - putting up a fire notice or using a 'wet floor' sign after mopping the floor.
3	Emergency procedures	FIRE -Evacuation plan and safety measures (Notices, exit signs, assembly points, extinguishers and blankets) FIRST AID - Trained individuals and equipment
4	Equipment considerations	Regular staff training, appropriate equipment that is fit for purpose and is regularly checked.
5	Moving and handling equipment	Regular training to reduce risks to service users and staff. Safer environment and confidence in staff

D HOW INDIVIDUALS ARE PROTECTED

1	General cleanliness - Helps to prevent the spread of infection	HEALTHCARE - Clear and disinfect after spillages, sterilise surgical equipment, special disposal methods. SOCIAL CARE - Use bins with lids, wash soft furnishings regularly and anti-bac remote controls and keyboards. EARLY YEARS - Anti-bacterial spray on surfaces, and handles, Clean toys, toilets and floors regularly
2	Food hygiene	Wash fruit and veg before use, use different coloured chopping boards to avoid cross-contamination, use correct food storage methods, keep food covered and serve as soon as it is cooked.
3	Risk assessment	The process of evaluating the likelihood of a hazard actually causing harm. ACTIVITY - HAZARD - CONTROL MEASURE - LEVEL OF RISK - DATE FOR REVIEW
4	Prevention P.I.G	PROCEDURES - Fire drill, evacuation plan, risk assessment and accident procedures. INFORMATION - Escape route map, wet floor signs, fire exit signs, staff training. GUIDELINES - Manual handling policy, health and safety policy, food hygiene measures.