

Types of care settings	
Health care	Know examples of each type of setting
Social care	
The rights of service users	
Choice	Know that service users are entitled to have these rights met in health and social care settings. Provide examples of how service users' rights are met
Confidentiality	
Consultation	
Equal and fair treatment	
Protection from abuse and harm	
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	Provide examples of how maintaining rights will benefit service users' health and wellbeing. Make links to the benefits of rights in health and social care settings.
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	
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	
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	Know the meaning of person-centred values. Provide 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	Know the meaning of the 6Cs. Provide examples of how service practitioners use the 6Cs to inform and deliver person-centred values.
Benefits of applying the person-centred values	
Benefits for service providers of applying person-centred values 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	Provide examples of how applying the person-centred values will benefit service providers. Make links to the benefits of applying person-centred values in health and social care settings.

Supports service practitioners to develop their skills Enables the sharing of good practice	
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	Provide examples of how applying the person-centred values will benefit service users. Make links to the benefits of applying person-centred values in health and social care settings.
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	Apply examples in all health and social care settings. Analyse the effects and make connections between the PIES.
Intellectual effects Lack of progress or skills development Failure to achieve potential Loss of concentration Lack of mental stimulation	
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	
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	Demonstrate 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
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 Facial expressions Gestures Positioning Space Height Personal space Positive body language, no crossed arms/legs Sense of humour	Demonstrate 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.

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	Demonstrate 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.
The importance of special methods of communication in health and social care settings	
Advocate Braille British Sign Language Interpreters Makaton Voice activated software	Demonstrate 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.
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	
Helps to meet service users' needs	
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	
Safeguarding	
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	Know the meaning of 'safeguarding'. Know the reasons why service users need safeguarding. Provide examples of the impacts.
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	

<p>Safeguarding training for all staff so that they</p> <p>Are aware of their duty to report a serious concern</p> <p>Know the care settings procedures for reporting a disclosure of abuse or serious concern</p> <p>Can recognise possible signs of abuse or harm</p> <p>Know who to report to</p>	
<p>Disclosure and Barring Service (DBS) checks for all staff</p> <p>Standard checks</p> <p>Enhanced checks</p> <p>The barred list</p>	<p>Know the reasons for having DBS checks for all staff.</p> <p>The difference between the standard checks, enhanced checks and barred list.</p>
<p>Infection prevention</p>	
<p>General cleanliness</p> <p>Use anti-bacterial sprays on surfaces</p> <p>Clean toys and play equipment regularly</p> <p>Mop floors and vacuum carpets daily</p> <p>Clean and disinfect toilets frequently</p> <p>Correct disposal of hazardous waste in health and care settings</p>	<p>Know the reasons for carrying out infection prevention in different types of care settings.</p> <p>Know how infection prevention can protect the health and wellbeing of service providers and service users in different types of health and social care settings</p>
<p>Personal hygiene measures</p> <p>Hair tied back/covered</p> <p>Open wounds covered</p> <p>No jewellery</p> <p>No nail polish</p> <p>Correct hand washing routine</p> <p>Regular showering and hair washing</p> <p>Regular brushing of teeth</p> <p>Appropriate use and disposal of tissues/ antiseptic wipes/sanitiser</p>	
<p>PPE (personal protective equipment)</p> <p>Disposable aprons</p> <p>Disposable gloves</p> <p>Rubber gloves</p> <p>Face masks</p> <p>Hairnets or hygiene hats</p> <p>Overalls</p> <p>Overshoes</p> <p>Surgical garments/scrubs</p>	
<p>Safety procedures and measures</p>	
<p>Safety procedures for reducing risk/danger and promoting good practice</p>	<p>Know the importance of the procedures and measures.</p> <p>Know how they protect service providers and service users in different types of health and social care settings.</p> <p>Know the difference between a 'procedure' and a 'measure'</p> <p>A procedure is set process that is followed such as a fire drill or carrying out risk assessments.</p> <p>A measure is a particular action such as putting up a wet floor sign.</p>
<p>First aid policy</p>	
<p>Risk assessments</p>	
<p>Staff training programmes for</p> <p>Equipment use</p> <p>Moving and handling techniques</p> <p>First aid</p>	
<p>Emergency procedures</p> <p>Fire drill</p> <p>Evacuation</p>	
<p>Equipment considerations</p> <p>Fit for purpose</p> <p>Safety checked</p> <p>Reporting system for damage</p> <p>Risk assessed</p>	
<p>Safety measures</p> <p>Displaying a fire safety notice</p>	

<p>Using warning signs</p> <ul style="list-style-type: none"> A 'wet floor' sign 'No entry' sign 	
<p>Security measures</p> <ul style="list-style-type: none"> Identifying staff ID lanyards Staff uniform 	<p>Know the reasons for security measures in different types of health and social care settings. Know how they protect the health and wellbeing of service users and service providers in different types of health and social care settings</p>
<p>Monitoring of keys</p> <ul style="list-style-type: none"> Limits number of people with access to keys List of key-holders – 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 	
<p>Reporting of concerns to line managers</p> <ul style="list-style-type: none"> 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 	