



Health & Social Care

Crucial Knowledge

Unit R021



Unit R021: Essential values of care for use with individuals in care settings

Learning Outcome	Topic
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

Why am I learning this?	Careers Links
<p>In this unit you learn how workers and care services can support individuals' rights, value their diversity and provide them with equal opportunities in order to meet their needs.</p> <p>You will look at how to apply the values of care and learn about types of discrimination as well as legislation.</p> <p>The unit will also look at how environments can be safe, healthy and hygienic.</p> <p>In your examination you will be questioned on all areas of the unit. Questioning will be based around health, social care or early years scenarios which require you to apply your knowledge and understanding.</p>	<p>Health care</p> <p>Social Care</p> <p>Early years</p>



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The rights of individuals

- Rights are set out by legislation.
- To help remember the rights use three 'Cs and a 'PE'
 - Choice
 - Confidentiality
 - Consultation
 - Protection from harm and abuse
 - Equal and fair treatment



Benefits for individuals when rights are maintained

- **High self esteem** – A person feels valued and respected
- **Empowerment** – Giving someone the control to do something
- **Confidence** – Individuals will feel they can rely on care workers and services
- **Trust** – Individuals will be able to feel care workers are trustworthy
- **Safety** – care workers and care settings will follow health and safety laws
- **Equality** – individuals will be able to access the care they need
- **Individual needs will be met** – individuals will receive appropriate care and treatment

How care workers can support individuals to maintain their rights

- Using effective communication
- Providing up-to-date communication
- Providing information about complaints procedures
- Advocacy – Speak on behalf of someone who is unable to do so themselves
- Challenging discriminatory behaviour





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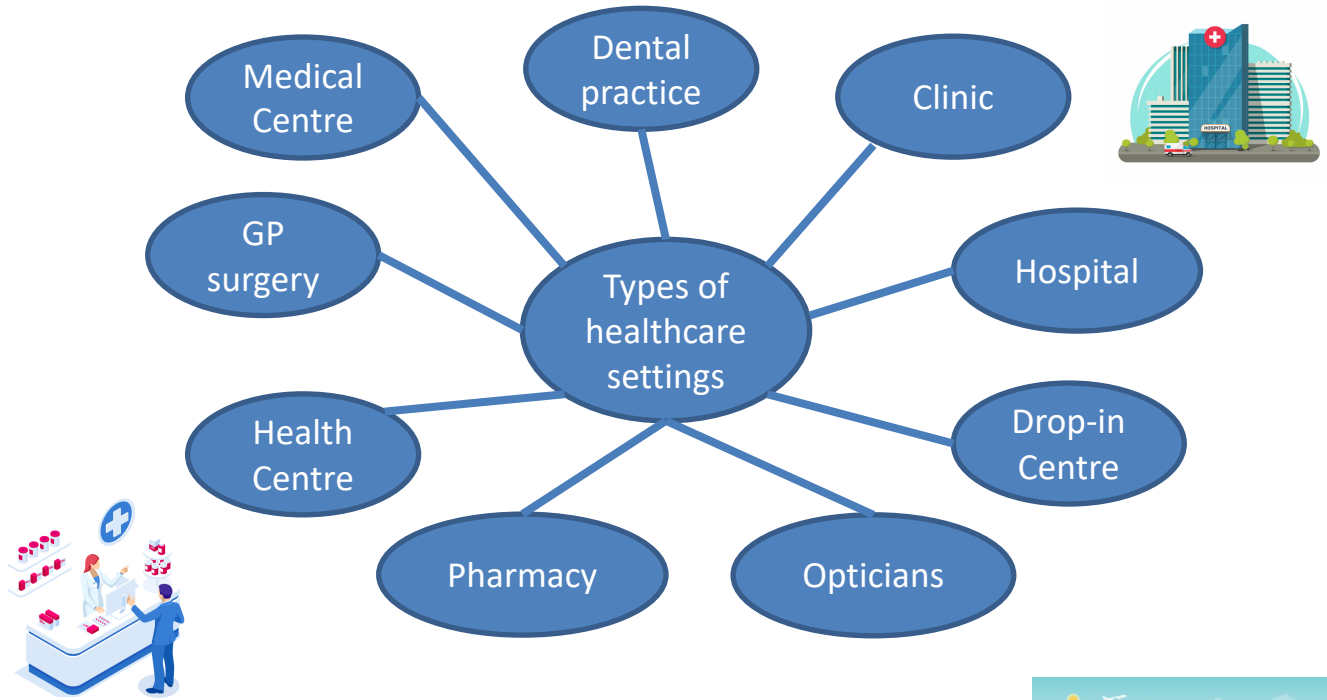
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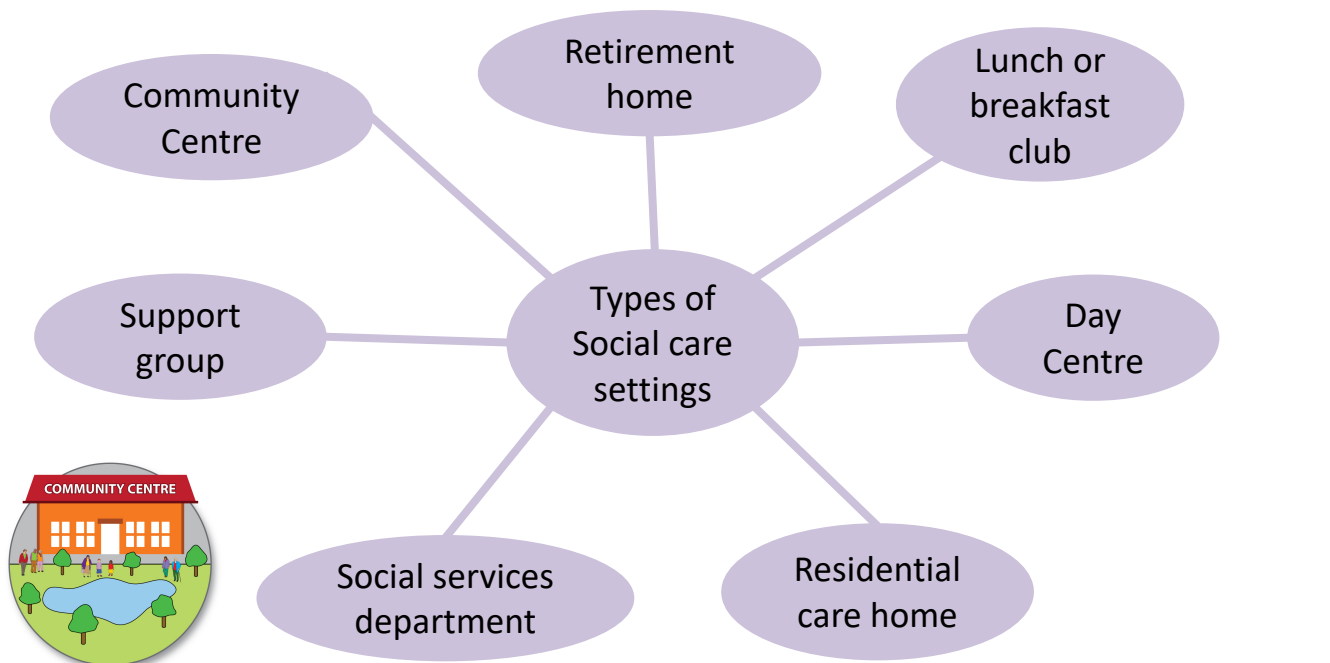
Learning Outcome 2



Types of healthcare settings



Types of Social care settings

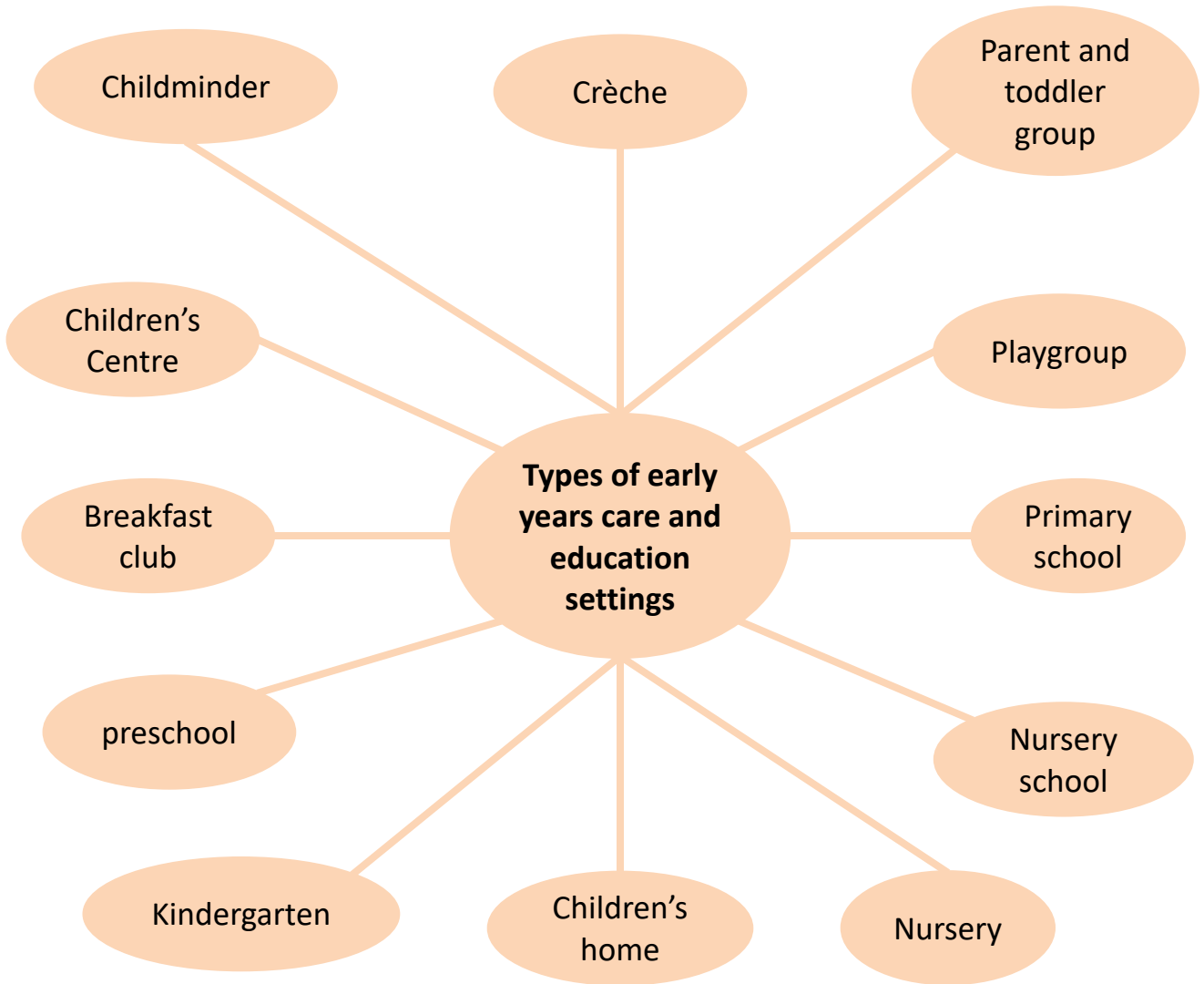




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Types of early years care and education settings





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Health and social care values of care

- Promoting equality and diversity
- Maintaining confidentiality
- Promoting individuals' rights and beliefs

Early years values of care

- Ensure the welfare of the child is paramount
- Keep children safe and maintain a healthy and safe environment
- Work in partnership with parents guardians and families
- Encourage children's learning and development
- Value diversity
- Ensure equality of opportunity
- Practise anti-discrimination
- Ensure confidentiality
- Work with others including professionals

The importance of applying the values of care

- To ensure standardisation of care
- To improve quality of care
- To provide clear guidelines to inform and improve practice
- To maintain or improve quality of life

Four aspects of being a reflective practitioner

1. Exploring your training and development needs
2. Evaluating specific incidents or activities
3. Identifying what might be done better next time to improve
4. Identifying what went well

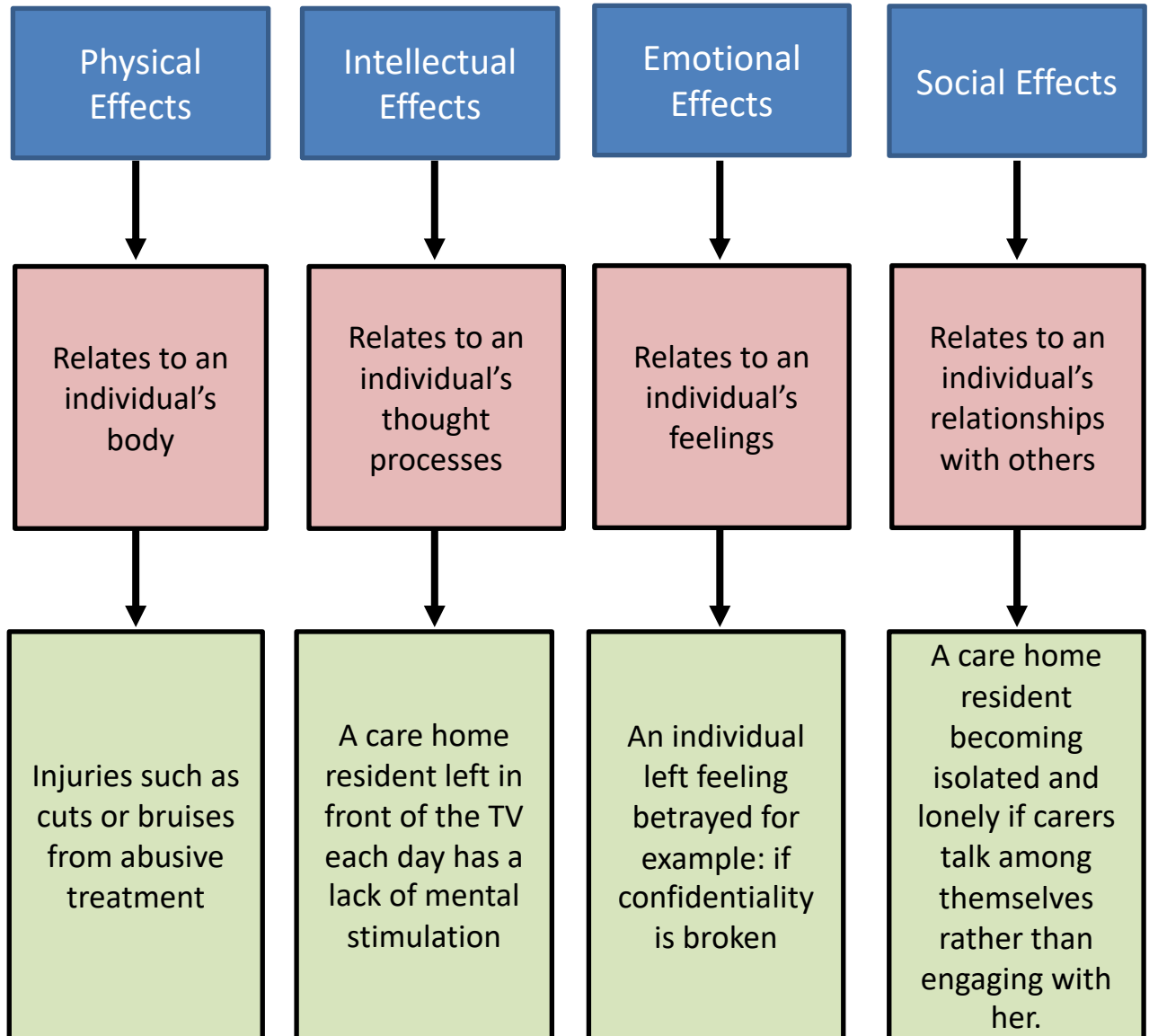




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The effects on people who use services if the values of care are not applied





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What is legislation

- A collection of laws passed by Parliament
- States the rights and entitlements of individuals
- States the responsibilities of individuals and organisations
- Is upheld through the courts

Groups of individuals protected by legislation

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



How key legislation impacts

- **People who use services** > They can exercise their rights and obtain redress (obtain justice after receiving inadequate care)
- **Care practitioners** > Need training so they can fulfil the requirements of the legislation
- **Service Providers** > Need to produce organisational policies and procedures to fulfil the requirements of the legislation





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Learning Outcome 3



Equality Act 2010

- Aims to prevent discrimination based on nine 'protected characteristics'. It is unlawful to discriminate on the basis of a protected characteristic.

Nine protected characteristics		
Age	Disability	Race
Marriage and civil partnership	Pregnancy and maternity	Gender reassignment
Religion or belief	Sex	Sexual orientation



Equality Act 2010

Children Act 2004

- Aims to protect all children at risk of harm and keep them safe.
- Contains the **paramountcy principle** which is the child's best interest and welfare is the first and most important consideration.
- Children have the right to be consulted
- Children have the right to have an advocate
- Every Child Matters – five outcomes (SHEEP)
 - Staying safe
 - Health (being)
 - Enjoying and achieving
 - Economic well-being
 - Positive contribution (making a)
- Encourages partnership working
- Created the role of Children's Commissioner
- Created the legal requirement for Children's safeguarding boards
- Established the Children and Young People's Plan (CYPP)



Children Act 2004



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Data Protection Act 1998

- Has eight key principles that state how data should be kept and handled.

1	Processed fairly and lawfully
2	Used only for the purposes for which it was intended
3	Adequate and relevant but not excessive
4	Accurate and kept up-to-date
5	Kept for no longer than is necessary
6	Processed in line with the rights of the individual
7	Secured
8	Not transferred to countries outside of the EU



Data Protection
Act 1998

Health and Safety at Work Act 1974

- Sets out requirements for both service providers and employees

Key Aspects
The working environment must not put anyone at risk
The equipment provided must be safe and in good working order
Employers must provide adequate health and safety training for staff
A written health and safety policy should be provided
Protective equipment, if needed, must be available free of charge to employees





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Mental Health Act 2007

- Aims to protect those at risk to themselves or others
- Provides legal authority for an individual to be taken to a 'place of safety' for assessment
- Provides a definition of mental disorder
- Gives rights to those with a mental disorder
- Sets out protective measures to which the person with a mental disorder is entitled.
- Established Managers' Hearings and Mental Health Review Tribunals to review decisions regarding individuals care
- The act states that an individual can be taken to hospital and treated against their wishes. This is known as being 'sectioned'.



Mental Health Act
2007



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Personal hygiene measures

Regular brushing of teeth

Hair tied back or covered

Open wounds covered

Correct hand washing routines

Appropriate protective clothing

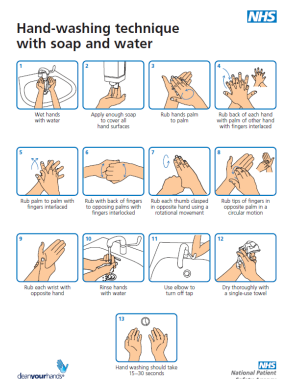
Appropriate use and disposal of tissues and antiseptic wipes

No jewellery and no nail polish

Regular showering and hair washing

How good personal hygiene protects individuals

- Prevents the transfer of bacteria which can cause infection and disease
- Prevents cross-contamination when bacteria spreads onto food from another source such as hands
- Prevents contamination which is when something is tainted with other substances which may be unclean





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Safety Procedures

- A set of actions that are carried out in a particular order. It informs care workers and service users what they have to do and how it should be done to ensure everybody's safety. Some examples include:
 - Emergency evacuation procedure
 - Safeguarding policy and procedures
 - First aid policy and procedures
 - Food safety policy and procedures
 - Staff Training

Safety Measures

- A safety measure is a specific action such as:
 - Putting up a fire safety notice
 - Using a wet floor sign after mopping the floor
 - Wearing protective clothing

Emergency Procedures

- **Fire procedures** – every care setting requires a fire emergency action plan that includes the action to be taken by all staff in the event of a fire.
- **Evacuation procedures** – needed for emergency events such as gas leak, flood or bomb threat which require a setting to be evacuated quickly and efficiently.
- **First aid** – enough first aiders need to be available for the number of staff and service users. They should be trained and have up-to-date knowledge





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Equipment considerations

- **Staff training** – train staff to use equipment such as hoists, transfer boards and fire evacuation chairs.
- **Equipment safety** – nurse toys should be checked for choking hazards, be age appropriate and have appropriate safety labels.
- **Equipment should be fit for purpose** – Use equipment appropriate for the task, specialist equipment available if needed and keep equipment maintained and in good working order.
- **Regular maintenance checks** – carried out to ensure faults are spotted early, repairs are carried out as soon as they are needed, damaged items are repaired or disposed of and a reporting system in place.

Moving and handling techniques

- It is essential that anyone who has to move or handle as part of their job is trained to do so properly as individuals receiving care or the care worker may be injured if manual handling is attempted incorrectly.

Security Measures



Visitor
badges

Manned
reception
desk

Window
locks or
restraints

Monitoring
of keys

Signing
in/out book
for visitors

External doors
and gates are
locked

Staff wearing
ID lanyards

CCTV
monitoring
entrances

Electronic
security pads
with pin code
entry





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Learning Outcome 4



Methods for reducing spread of infection

General cleanliness

In healthcare settings	<ul style="list-style-type: none"> - Clear spillages straightaway and disinfect the area - Sterilise surgical equipment after use - Dispose of hazardous waste following correct procedures
In early years settings	<ul style="list-style-type: none"> - Use antibacterial sprays or wipes on work surfaces, keyboards and door handles - Clean toys and play equipment regularly - Clean and disinfect toilets daily - Mop floors and vacuum carpets daily - Empty and clean bins frequently
In social care settings	<ul style="list-style-type: none"> - Mop floors and vacuum carpets daily - Wash work surfaces with hot, soapy water - Use bins with lids, empty and clean frequently - Wash bedding and towels regularly - Dust coffee tables, dining tables and chairs regularly - TV remote controls and computer keyboards should be cleaned and anti bac spray used



Food hygiene

- Wash hands
- Clean work surfaces and equipment with hot water and anti-bacterial washing up liquid
- After wiping down surfaces use an anti-bacterial spray
- Wash fruit and veg before use
- Use different coloured chopping boards to keep raw and cooked foods separate
- Clear away used equipment and spilt food as you work
- Use correct food storage methods
- Check and follow 'use by' and 'eat by' dates
- Cook food thoroughly to kill bacteria
- Keep food covered
- Serve food as soon as it is cooked





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Methods for reducing risk/danger: Risk Assessment

- A process of evaluating the likelihood of a hazard causing harm.
- A legal requirement under the Health and Safety at Work Act
- Helps to prevent accidents, illness and danger
- Staff, service users and visitors will feel confident using the service knowing risk assessments have been carried out

Procedures to prevent accidents and promote good practice

Accident prevention

- avoiding slips, trips and falls by providing handrails on stairs, no loose rugs or mats and no trailing cables.
- Avoid muscle strains from manual handling by training staff how to carry out manual handling correctly

Staff Training

- Promote good practice through training.
- Training raises awareness and develops knowledge and skills
- Staff will be aware of their specific roles and responsibilities

Policies

- Ensure policies are in place to give instructions for carrying out actions necessary to keep service users safe and promote their rights
- Policies ensure the setting is complying with the requirements of legislation

Risk Assessment

- Identify potential risks to health, safety and security of care workers, service users and visitors to a setting
- Identify ways the risks can be minimised or removed

