

Rights are set out through legislation.

HOW the care workers can support individuals rights.

By providing up-to-date information.

By providing advocacy.

By challenging discriminatory behaviour.

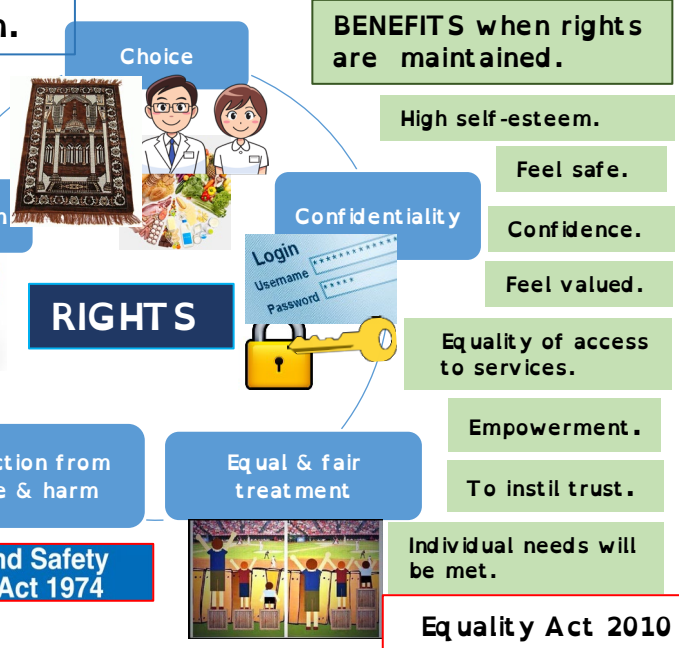
By providing information about complaint procedures.

By using *effective communication.

CHOICE – select from options given.
CONSULTATION – discussing and exploring possible options.

- Values of care**
 (Early years & education settings)
- ensuring Confidentiality
 - encouraging children's Learning & development
 - practising Anti-discrimination
 - working with Parents/guardians & fam
 - working with other Professionals
 - ensuring Equality of opportunity
 - valuing Diversity
 - keeping children Safe, maintaining a healthy & Safe environment
 - ensuring the Welfare of the child is paramount

- Values of care**
 (health & social care settings)
- Promoting equality & diversity
 - Maintaining confidentiality
 - Promoting right & beliefs



Ensure you understand **WHY** rights are important.
 For example, no up-to-date information about the type of care provided at a surgery will not allow individuals to make informed choices as to what is appropriate for them
 Can you apply the rights to all 3 types of specific settings?

*Effective communication – know the related key terms so that you can use them.

EXCEPTIONS to CONFIDENTIALITY

- Intends harm to themselves - e.g. suicide; mental health problems (possibly schizophrenia) & threaten to, or are, harming themselves.
- Intends harm to others - e.g. threatens to seriously injure someone (e.g. domestic violence; child sex abuse); has mental health problems (e.g. schizophrenia) & where their behaviour puts others at risk of harm.
- Is at risk of harm from others - e.g. suspected child sex abuse; a case of domestic violence.
- Is at risk of carrying out a serious offence - e.g. terrorism; drug dealing, violent assault.

REMEMBER settings (RO22) to where these values are applied.

Applying the values of care ...

- Ensures standardisation of care
- Improves the quality of care
- Provides clear guidelines (re inform & improve practice)
- Maintains or improves quality of life

Effects on individuals if not applied ... (effects can be interrelated too)
PIES
PHYSICAL – such as effects on body if not receiving appropriate care (e.g. coeliac not being provided with gluten-free food = digestive health will deteriorate).
INTELLECTUAL – though processes such as thinking skills understanding, learning, reasoning, comprehension & knowledge (e.g. child with learning difficulties isn't given support & learning activities matched to their special needs, their learning won't progress).
EMOTIONAL – relating to an individual's feelings (e.g. expectant mum would be upset, angry & frustrated if told she couldn't have a home birth without any reasons or the chance to ask questions).
SOCIAL – an individuals' relationship with others (e.g. staff at primary school do nothing about children laughing at child who has birthmark on face & that child may lack friends because they become isolated, withdrawn & perhaps refuse to attend).

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Be a reflective practitioner – evaluate; identify ebi; identify www; explore training/development needs.

PHYSICAL EFFECTS	INTELLECTUAL EFFECTS	EMOTIONAL EFFECTS	SOCIAL EFFECTS
Pain	Lack of skills development	Low self-esteem and/or depressed	Withdrawn
Existing illness gets worse	Lack of knowledge	Low self-confidence	Isolated
Bruising	Lack of progress	Disempowered	Excluded
Cuts & grazes	Loss of concentration	Upset and/or angry	Become antisocial, uncooperative
Broken bones and/or injury	Losing interest	Loss of trust, feeling unsafe	Refusal to use the service
Dehydration	Lack of stimulation	Frustrated, humiliated	Lack of friends
Malnutrition	Will not achieve potential	Frightened	Develop behaviour problems

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Discrimination
Vulnerable
Dementia
Disabilism
Sexualism
Transphobia
Redress
Protected characteristics
Victimisation
Harassment
Paramount
Designated child protection officer

RO21 KEY TERMS
Know their
meaning and use
them.

Eq uality
Diversity
Discrimination
Legislation
Self-esteem
Empower
Jargon
Interpreter
Translator
PECS
Dynavox
Lightwriter
DBS checks
Diversity

Exam length is one hour.

There are two sections - A and B (60 marks total).

Section A – three questions, each is context (34 marks) based (i.e. a scenario in a specific setting).

Section B – two questions, fact and knowledge based. (26 marks).

No single question will be worth more than 8 marks; some will be only worth 1 mark.

Command Verbs (for ALL questions)

IDENTIFY – give brief info/facts. Often one word answers.

OUTLINE – give the main, key aspects/facts about something.

DESCRIBE – give an account that includes all of the relevant facts, features, qualities or aspects of something.

EXPLAIN – provide more depth & detail than a description. You'll include relevant reasons for, purposes of, or effects of something.

ANALYSE – separate info into components & examine it methodically and in detail, in order to explain & interpret it.

DISCUSS – give an account that considers a range of ideas & viewpoints.

ASSESS – give a reasoned judgement or opinion of the quality, standard or effectiveness of something, informed by relevant facts.

EVALUATE – make a judgement about something by taking into account different factors & including strengths & weaknesses/positives & negatives.

EXAM TOP TIPS


- Read the question carefully twice before putting pen to paper.
- Underline/highlight the command verb.
- If a question asks for 'ways' but doesn't state how many, you must give a minimum of two as ways is plural. Same applies to 'reasons', 'methods', etc.
- For the higher mark questions (5-8 marks) write in paragraphs. Each paragraph should focus a specific aspect of the answer. This ensures your answer is organised & logical. (think PEE/PEEL)
- Keep on track! Ensure the info you write is accurate and relevant to the actual question. Stay focussed.
- Be guided by marks (& space) allocated to questions for your answers.
- If you have to use extra paper, ensure you have stated the question number & part such as 3(b) or 5(c).
- Do NOT leave any questions unanswered – have a go, you probably know more than you think.

REVISION TOP TIPS

- Find past papers (www.ocr.org) and have a go.
- Find the mark schemes and mark yourself.
- Make a revision plan – it's NEVER too early to start.
- Re-read your notes from lesson. The more you go over them the more you're likely to remember. Colour code them.
- The more times you go through a topic, the more you'll remember.
- Learn the key terms so that you use them correctly in your answers.
- Make flash cards.
- Use post-it notes
- Read; cover; recall
- Ask if you're unsure or don't understand – return to any extra sessions to revise.
- Link topics together – mind map
- Draw pictures/diagrams to visualise topics
- Create a quiz – pair up with a friend
- RAG your notes (know/nearly there/unsure)
- Use mnemonics we've used or make up your own for complex topics
- Put different topics into specific settings/scenarios.

LEGISLATION protects

Children and young people
Vulnerable adults
Minority ethnic groups
People with disabilities
Men and women
Older adults



Legislation provides a framework to maintain & improve quality of practice.

Legislation provides guidance for those who work in the HSC & early years sectors.




Legislation sets out the standard of practice & conduct those who work in the HSC & early years sectors should meet.

Equality Act 2010
Children Act 2004
Data Protection Act 1998 (GDPR 2018)
HASAWA 1974
Mental Health Act 2007


Don't always need dates but better if you can!

Points:




Aims to protect children at risk and keep them safe.
Contains the PARAMOUNTCY PRINCIPLE.
Children have the right to be consulted.
Children have a right to an advocate.
Every Child Matters (ECM) – the 5 outcomes.
Encourage partnership working.
The act created the Children's Commissioner- (Know their role)
Each area required to set up a CSB to represent children's interests, develop policies & procedures for safeguarding & promoting their welfare.

Points:




Working environment must not put anyone at risk - provide PPE, monitor staff practice; carry out risk assessments.
Protective equipment, if needed, must be available free of charge to employees - ensure all staff wear them; make no charge; adequate supply.
Equipment provide must be in good working order - fit for purpose & in good working order; check regularly/safety checks & maintain; PAT test all equipment.
Employers must provide adequate health and safety training for all staff - specialist use of equipment; adequate first aid provided; hold regular fire/evacuation procedures.
Written health and safety policy should be provided - provide it in line with legal requirements & access to the policy; display the 'Health & Safety Law' poster at work.

Points:



Sets out safeguards (protective measures) to which the person with a mental disorder is entitled.
Provides a legal authority to take an individual to a 'place of safety' for assessment.
Protects those at risk to themselves or others.
Gives rights to those with a mental disorder.
Establishes Manager's Hearings, Mental Health Review.
Tribunals to review decisions regarding individual's care.
Gives a definition of mental disorder.


Points:



Direct and indirect discrimination on the basis of a PROTECTED CHARACTERISTIC is illegal. Prohibits/forbids discrimination in education, employment, access to goods & services & housing.
Covers VICTIMISATION and HARASSMENT (know the difference) on the basis of protected characteristics*
Reasonable adjustments have to be made by employer or providers of goods/services for those with disabilities.
Women have the right to breast feed in public – unlawful for women to get less favourable treatment because she is breastfeeding. (No right at work though)
Encourages positive action. One form of this is to encourage or train people to apply for jobs or take part in an activity in which people with that protected characteristic are under – represented.
Discrimination due to association is now an offence (protects carers who may have previously been discriminated against because of the protected characteristic of who they are caring for)
Pay secrecy clauses are now illegal too

KNOW how legislation IMPACTS service users, care practitioners & service providers.


points



Processed fairly and lawfully – only collected with individual's permission and shared on a need-to-know basis
All personal information should be accurate and kept up to date.
It should not be kept for longer than it is needed.
Only used for the purpose it was intended for and nothing else.
It must be kept secure/safe.
The person the data is about has the right to see it and know how it's being used.
Confidential information can be passed on if the person is in danger, others are in danger or the law could be broken.
Not transferred to other countries (outside EU) without user s/consent (GDPR covers).
Harmonise data protection across Europe to protect/empower data & privacy.
Reshape organization's approach to data privacy.

Understand the meaning of 'sectioning'.

*PROTECTED CHARACTERISTICS



Age
Disability
Gender reassignment
Marriage and civil partnership
Pregnancy and maternity
Race
Religion
Sex
Sexual orientation

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KNOWLEDGE
ORGANISER



Legislation

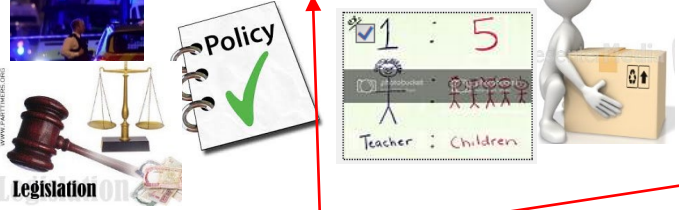
The definition of mental disorder is changed by the MHA 2007, as of 3/11/08, so that it is no longer split into the four classifications of mental illness, psychopathic disorder, mental impairment and severe mental impairment.

Mental Health Act 2007, s1 now states that: "mental disorder" means any disorder or disability of the mind.

Paramount means the most important/ top priority.



Safety procedures.



Emergency procedure



Safety measures.



Understand why each of these is important & how they PROTECT service users & care workers..

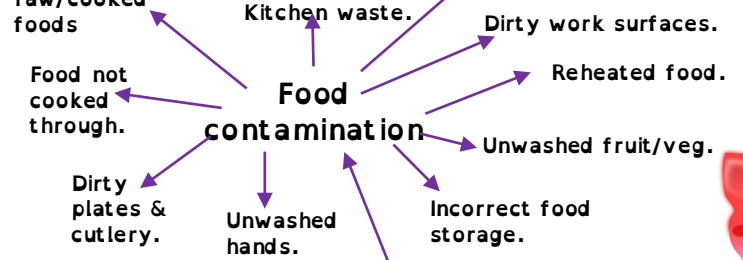
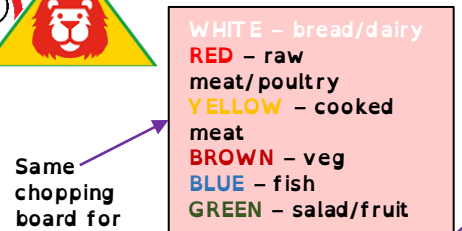
Know the HAND-WASHING technique!



PERSONAL HYGIENE – relates to the individual.
GENERAL CLEANINESS – relates to the environment.

Equipment considerations & How they improve safety

Appropriate training of staff for specialist equipment – e.g. hoists; transfer boards.	So staff know how to use the equipment correctly.
Fit for purpose/appropriate for task. Specialist equipment available.	Correct equipment provided for task reduces risk of injury to staff & service users.
Checked regularly for damage – repaired/disposed of as necessary – e.g. toys, wheelchairs.	Nothing worn-out/damaged/potentially dangerous will be in use.
Care setting should have a reporting system for damaged/faulty equipment.	Action can be taken to reduce risk of accident.
Replacement programme for older/worn-out equipment.	A good standard of equipment is maintained.

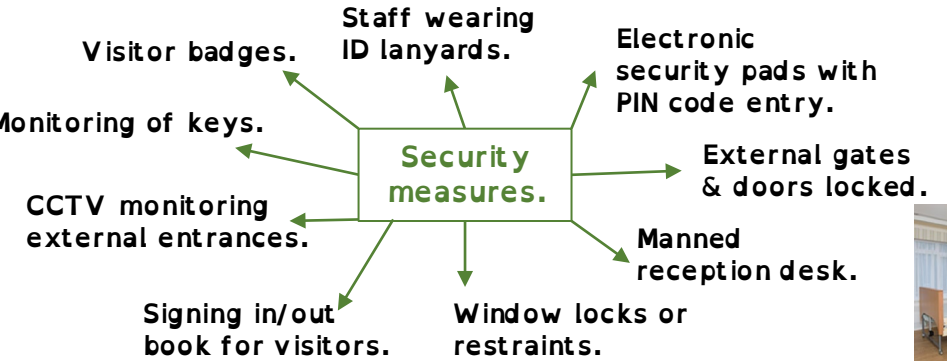


Cross-contamination
PPE - Not just 'gloves' or 'hat', be specific. Disposable/rubber gloves or hygiene hat. Disposable aprons, tabards – WHY are they used?

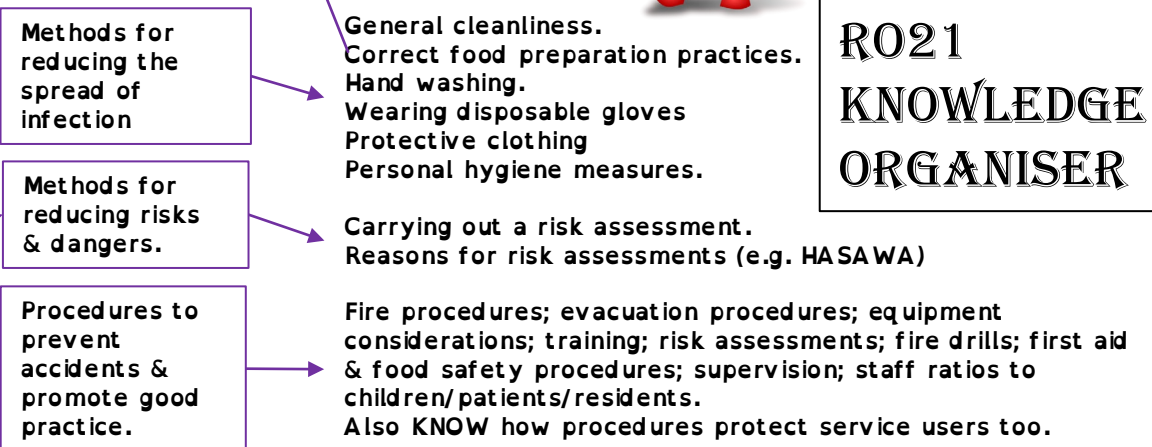


P – procedures
I – Information
G – guidelines

Security measures are in place to protect care settings from strangers/intruders entering but ALSO to prevent service users leaving the care setting ... toddlers in nursery, individuals with dementia in a residential home.



How individuals are protected.



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