Level 2 HSC
KNOWLEDGE ORGANISERS
RO32
(EXAM)

The content in this unit also runs throughout RO33 and RO34.

KNOWLEDGE ORGANISER

Unit R032: Principles of care in health and social care settings

1. PRINCIPLES OF CARE

Principles underpin high quality care. They guide how care is planned, delivered and reviewed.

- **Dignity** – treat people with respect.
- **Privacy** – respect people's personal space and information.
- **Choice** – support people to make their own decisions.
- **Independence** – promote choice and control.
- **Rights** – uphold human rights and legal rights.

KEY IDEA

Good care is person-centred, promotes wellbeing and respects individuality.

2. PERSON-CENTRED CARE

Care is tailored to the individual's needs, preferences and goals.

- Involve the person in decisions.
- Listen to their views and choices.
- Respect their values, culture and beliefs.
- Support goals that are important to them.
- Care plans are person-led and regularly reviewed.



3. COMMUNICATION

Effective communication builds trust and ensures needs are met.

- Use clear, respectful and appropriate language.
- Active listening – show you are listening and understanding.
- Ask open questions and check understanding.
- Be aware of non-verbal communication.
- Adapt communication to the person's needs (e.g. language, hearing, visual needs).



4. SAFEGUARDING

Protecting people from harm and abuse is everyone's responsibility.

- Know the signs of abuse and neglect.
- Report concerns promptly.
- Respect confidentiality, but share information when someone is at risk.
- Follow safeguarding policies and procedures.
- Promote safe environments and positive risk-taking.



5. EQUALITY, DIVERSITY & INCLUSION

Everyone should receive fair, respectful and inclusive care.

- Value and respect differences.
- Do not discriminate.
- Consider individual needs and personal circumstances.
- Challenge stereotypes.
- Promote equality of access and outcomes.



6. HEALTH, SAFETY & WELLBEING

Maintaining health and safety supports wellbeing for everyone.

- Follow health and safety policies and procedures.
- Maintain a clean, safe environment.
- Use equipment safely.
- Support physical, mental and emotional wellbeing.
- Promote healthy lifestyles and independence.



7. LEGAL & ETHICAL RESPONSIBILITIES

Care must be provided within the law and in an ethical way.

- Follow laws, regulations and codes of practice.
- Respect consent and capacity.
- Maintain confidentiality.
- Keep accurate records.
- Act honestly, professionally and in the best interests of the person.



REMEMBER

High quality care is:

- ✓ Person-centred
- ✓ Respectful
- ✓ Safe
- ✓ Inclusive
- ✓ Legal and ethical
- ✓ Focused on wellbeing

KEY TERMS

- **Dignity** – treating people with respect and valuing them.
- **Consent** – agreeing to care or treatment with information.
- **Confidentiality** – keeping information private and secure.
- **Wellbeing** – physical, mental and emotional health.
- **Safeguarding** – protecting people from abuse or harm.
- **Inclusion** – making sure everyone feels valued and involved.

Unit R032: Principles of care in health and social care settings

TOPIC AREA 1: The rights of service users in health and social care settings

1.1 Types of care settings

Health care
- Hospitals
- GP surgeries
- Dental practices
- Pharmacies
- NHS clinics

Social care
- Care homes
- Domiciliary care
- Day centres
- Supported living
- Residential care

Different settings, same aim: to support health, wellbeing and independence.

1.2 The rights of service users

Service users have the right to:

Choice	Making decisions about their care and support.
Confidentiality	Information about them is kept private.
Consultation	Having their views listened to and considered.
Equal and fair treatment	Treated fairly and without discrimination.
Protection from abuse and harm	Keeping safe and protected from abuse and neglect.

These rights must be met in all health and social care settings.
Examples: care plans, consent forms, private records, regular reviews, complaints systems, safeguarding.

1.3 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 choice, control and independence

High self-esteem
- Feeling valued
- Feeling respected
- Positive mental health

Needs are met
- Appropriate care or treatment provided
- Dietary and other needs met
- Good/improving physical or mental health

Trust
- Reassured service providers will not harm them
- Confident their best interests are in mind
- Confident in the care they receive

Maintaining rights leads to better health, wellbeing and quality of life.

TOPIC AREA 2: Person-centred values

2.1 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

The 6Cs – qualities of a service practitioner
- Care
- Compassion
- Competence
- Communication
- Courage
- Commitment

Service providers use these values and qualities every day – in everything they do.

2.2 Benefits of applying person-centred values

Benefits for service providers
- ✓ Provides clear standards of care
- ✓ Improves job satisfaction
- ✓ Maintains or improves quality of life
- ✓ Supports rights to choice and consultation
- ✓ Develops skills
- ✓ Enables sharing of good practice

Benefits for service users
- ✓ Ensures standardisation of care
- ✓ Improves quality of care
- ✓ Maintains or improves quality of life
- ✓ Supports development of strengths
- ✓ Encourages independence and choice

Good person-centred care benefits everyone.

2.3 Effects on service users' health and wellbeing if person-centred values are not applied

Physical effects
- Pain if treatment not given
- Illness may get worse
- Malnutrition due to lack of special diet
- Dehydration
- Injury

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/ inadequate
- Anger/frustration
- Stress

Social effects
- Feeling excluded
- Feeling lonely
- Lack of social interaction/poor social skills
- Become withdrawn

Not applying person-centred values can cause harm across all areas of development (PIES).

Key idea:
Putting people first by respecting rights, promoting values, communicating effectively and keeping everyone safe.

TOPIC AREA 3: Effective communication in health and social care settings

3.1 Verbal communication
- Adapt to needs/situation
- Clarity
- Empathy
- Patience
- Appropriate vocabulary
- Tone, volume and pace
- Contribute to team working

3.2 Non-verbal communication
- Adapt to needs/situation
- Eye contact
- Facial expressions
- Gestures
- Positioning: space, height, personal space
- Positive body language (no crossed arms/legs)
- Sense of humour

3.3 Active listening
- Open, relaxed posture
- Eye contact, show interest
- Nodding agreement
- Show empathy, reflect feelings
- Clarify
- Summarise to show understanding

3.4 Special methods of communication
- Advocate
- Braille
- British Sign Language
- Interpreters
- Makaton
- Voice activated software

3.5 The importance of effective communication

Supports rights and values
- Empowerment
- Reassurance
- Feeling valued
- Feeling respected
- Trust

Helps to:
- ✓ Meet needs
- ✓ Protect rights
- ✓ Promote safety

Good communication
Well informed service users
- Listening to needs, concerns and opinions
- Appropriate vocabulary aids understanding
- Builds trust and positive relationships

Poor communication
- Misunderstandings
- Errors or danger to health
- Distress if patronised
- Information not taken in if speech too fast

Good communication = better care, better outcomes for everyone.

TOPIC AREA 4: Protecting service users and service providers in health and social care settings

4.1 Safeguarding

Protects vulnerable people
- Children
- Older adults
- People with disabilities
- Mental health conditions
- People with sensory impairments
- People who depend on carers

Includes:
- Safeguarding policy
- Designated Safeguarding Lead (DSL)
- Staff training and duty to report concerns
- DBS checks:
  - Standard checks
  - Enhanced checks
  - Barred list

4.2 Infection prevention

Key measures

General cleanliness
- Clean environment, equipment, toys, surfaces and toilets

Personal hygiene
- Hand washing, hair tied back, no jewellery, cover wounds, use tissues/sanitiser

PPE (personal protective equipment)
- Aprons, gloves, masks, hairnets, overshoes, scrubs

Prevents the spread of infection and keeps everyone safe.

4.3 Safety procedures and measures

Procedures (set processes)
- First aid policy
- Risk assessments
- Staff training: equipment use, moving & handling, first aid
- Emergency procedures: fire drill, evacuation
- Equipment: fit for purpose, safety checked, report damage

Measures (actions taken)
- Fire safety notices
- Warning signs (e.g. wet floor, no entry)

Reduce risks and promote safe practice.

4.4 Security measures
- Identifying staff (ID badges, uniform)
- Monitoring keys (limited access, list of keyholders)
- Visitors monitored (sign in/out, visitor badges)
- Report concerns to line managers
- Secure doors (swipe cards, buzzer, pin codes)
- Window locks/restraints keep people safe

Prevent unauthorised access and keep people safe.

Treat everyone with respect, protect their rights and keep them safe – that's the heart of good care.

Level 2 HSC
KNOWLEDGE ORGANISERS
RO33
(NEA)

You will also need knowledge from RO32 to complete this module successfully.

Unit R033: Supporting individuals through life events

TOPIC AREA 1: LIFE STAGES

- Life is a journey of continuous growth and change.
- People develop at different rates.
- Milestones are typical signs of development.
- Many factors influence how we grow and develop.
- Support and positive experiences promote healthy development at every stage.

LIFE STAGES AND DEVELOPMENT

People grow and change throughout their lives. Development is the physical, intellectual, emotional and social changes that occur.

LIFE STAGES & KEY MILESTONES

4–10 years (CHILDHOOD)



- Rapid growth and learning.
- Improved coordination and motor skills.
- Making friends and learning social rules.

11–18 years (ADOLESCENCE)



- Puberty: physical changes.
- Developing identity and independence.
- Emotional ups and downs.
- Influenced by peers.

19–45 years (YOUNG ADULTHOOD)



- Physical peak and energy.
- Further education/careers.
- Building relationships.
- Starting a family (may choose to).
- Greater independence.

46–65 years (MIDDLE ADULTHOOD)



- Changes in body and health.
- Career changes or stability.
- Children may leave home.
- Responsibilities for family members (e.g. ageing parents).
- Planning for the future.

65+ years (OLDER ADULTHOOD)



- Ageing process continues.
- Retirement (may vary).
- Health changes and mobility may reduce.
- Focus on wellbeing and relationships.
- Loss and change may occur.

PIES DEVELOPMENT ACROSS THE LIFE STAGES

P – PHYSICAL

Fine and gross motor skills, mobility, characteristic body changes, sexual characteristics, puberty, menopause, ageing characteristics.



I – INTELLECTUAL

Language development, sentence construction, logical thinking, problem solving, decision making, deterioration of mental abilities.



E – EMOTIONAL

Bonding, different attachments, independence, self-confidence, self-image, self-esteem, love, affection.



S – SOCIAL

Relationships, social skills, responsibilities.



4–10 years → 11–18 years → 19–45 years → 46–65 years → 65+ years

Development continues throughout life

FACTORS AFFECTING GROWTH AND DEVELOPMENT ACROSS THE LIFE STAGES

PHYSICAL FACTORS

- Genetics and heredity
- Health and illness
- Nutrition
- Exercise
- Sleep
- Disability
- Puberty/ageing

SOCIAL FACTORS

- Family relationships
- Peer influence
- Friendships
- Social support
- Community
- Roles and responsibilities

EMOTIONAL FACTORS

- Anxiety, fear, sadness, happiness
- Grief and loss
- Self-esteem
- Attachment and bonding
- Family security and stability

ECONOMIC FACTORS

- Family income
- Employment
- Debts and bills
- Wealth and poverty
- Education
- Access to services (health, transport, childcare)

CULTURAL FACTORS

- Community
- Religion and beliefs
- Race and ethnicity
- Gender identity
- Sexual orientation
- Customs, traditions and values

ENVIRONMENTAL FACTORS

- Housing needs and conditions
- Pollution (air, noise, light)
- Neighbourhood
- Home environment (neglect, conflict)
- Access to services (health, education, transport, leisure)

HOW GROWTH AND DEVELOPMENT IS AFFECTED BY THESE FACTORS

PHYSICAL FACTORS

Good health, nutrition and exercise support growth and energy.

Illness or disability may slow development or create challenges.

SOCIAL FACTORS

Positive relationships and support build confidence, skills and opportunities.

Negative influences or isolation can hinder development.

EMOTIONAL FACTORS

Feeling safe, loved and secure supports self-esteem and resilience.

Stress, anxiety, fear or trauma can affect behaviour and learning.

ECONOMIC FACTORS

Financial stability provides basic needs, education and opportunities.

Poverty and debt can cause stress and limit choices.

CULTURAL FACTORS

Culture shapes identity, values and beliefs, influencing choices and opportunities.

Discrimination can negatively impact wellbeing.

ENVIRONMENTAL FACTORS

Safe housing, clean environment and good services support healthy development.

Poor conditions can lead to health and safety problems.

REMEMBER: Everyone develops at their own pace. Support, understanding and positive experiences help individuals to reach their full potential at every stage of life.

Unit R033: Supporting individuals through life events

KNOWLEDGE ORGANISER

Understanding life events helps us support individuals to live healthy, safe and fulfilled lives.

TOPIC AREA 2: IMPACTS OF LIFE EVENTS

2.1 Life events and their impacts on individuals

TYPES OF LIFE EVENTS (EXPECTED AND UNEXPECTED)

Physical events
e.g. accident/injury, ill health, genetic disorders, puberty, menopause.

Relationship changes
e.g. starting/ending relationships, divorce/ separation, parenthood, bereavement.

Life circumstances
e.g. school starting/ changing/exclusion, redundancy, retirement, bankruptcy.

IMPACTS OF LIFE EVENTS ON INDIVIDUALS

Physical	Illness/tiredness, pain, weight loss/gain, mobility, appearance.
Intellectual	Adapting to change, learning new skills, learning impairment.
Emotional	Mental health, grief, anxiety, stress, depression, self-esteem/self-image.
Social	Lifestyle choices, personal relationships with friends and family.
Financial	Change in income, increased costs, change in wealth.

IDENTIFYING INDIVIDUAL'S NEEDS BASED ON THE IMPACTS OF LIFE EVENTS

Weight gain
Dietary advice and support.

Stress/anxiety
Coping mechanisms, someone to talk to, mental health support

Loss of income
Financial advice and support

Learning impairment
Specialist support, independent living, equipment.

Physical injury
Physiotherapy, mobility equipment, rehabilitation support

Life events can affect all areas of a person's life.
Identifying needs helps plan the right support.

TOPIC AREA 3: SOURCES OF SUPPORT

3.1 Sources of support

Formal	Hospitals, health centres, care homes, day centres, children's services, hospices, respite care, rehabilitation centres (addiction or injury).
Informal	Family, friends, neighbours, religion, community and cultural groups.
Charities	Relate, Gingerbread, Cruse, Age UK, Mind, specialist charities.

3.2 Roles of practitioners in providing support

- GP, nurse, midwife
- Specialist doctor
- Physiotherapist
- Dietician
- Social worker
- Counsellor
- Occupational therapist
- Health care worker
- Charity workers

3.3 Roles of informal care givers in providing support

Provide practical help, emotional support and companionship.

They help promote wellbeing and independence.

3.4 How practitioners meet individual needs

- Enable and promote independence
- Medical/mental health support
- Care support
- Respite care
- Financial support
- Advice and guidance

3.5 Research and recommend personalised support based on individual needs

- ✓ Match support provision to specific individual needs
- ✓ Consider whether the support is statutory or private, location, availability and cost
- ✓ Offer coordinated care and treatment
- ✓ Justify choices made
- ✓ Apply person-centred values

REMEMBER

- Everyone develops at their own pace.
- Respect individual rights and choices.
- Consider the whole person (PIES).
- Recognise the impact of life events.
- Provide the right support at the right time.
- Promote wellbeing, independence and inclusion.

Level 2 HSC
KNOWLEDGE ORGANISERS
RO34
(NEA)

You will also need knowledge from RO32 to complete this module successfully.

Unit R034: Creative and therapeutic activities

KNOWLEDGE ORGANISER

TOPIC AREA 1: THERAPIES AND THEIR BENEFITS

1.1 Types of therapies used in health and social care

TYPES OF THERAPIES (EXAMPLES)

Sensory
Aromatherapy, reflexology, massage.

Cognitive
Hypnotherapy, speech and language, mind-body healing (positive thinking), reminiscence therapy.

Expressive
Art therapy, play therapy, express thoughts and emotions.

Physical
Yoga, Tai Chi, reiki.

BENEFITS (EXAMPLES)

Physical	• Improves movement, appetite and sleep • Lowers blood pressure • Reduces pain
Intellectual	• Mental stimulus, improves creativity • Helps concentration and memory recall • Improves communication skills
Emotional	• Improves self-esteem and confidence • Reduces stress, anxiety, depression and grief • Increases self-awareness and sense of wellbeing
Social	• Helps connect with others • Improves cooperation • Understanding rules and moral behaviours

Therapies can be used in many settings such as hospitals, care homes, schools, community centres and at home to improve health and wellbeing.

CREATIVE AND THERAPEUTIC ACTIVITIES

Use of therapies and creative activities to support health, wellbeing and quality of life.

TOPIC AREA 2: CREATIVE ACTIVITIES AND THEIR BENEFITS

2.1 Types of creative activities (EXAMPLES)

Physical	Painting, dancing, sport, sewing, arm chair exercise, walking, music and movement.
Intellectual/ cognitive	Quizzes, reading, ICT, writing, jigsaws, Pictionary, reminiscence.
Emotional	Storytelling, painting, photography, craft work, mime.
Social	Singing, quizzes, dancing, bingo, card and board games.
Sensory	Gardening, clay, sand and water, cookery, painting.
Imaginative	Drama, crafts, reading, scrapbook/collage making, junk modelling.

BENEFITS OF CREATIVE ACTIVITIES (EXAMPLES)

Physical benefits	• Improves coordination, strength, balance and fitness • Improves sleep and appetite • Reduces tension, stress and anxiety, helps pain management
Intellectual benefits	• Maintain and improve memory and concentration • Improve communication and problem solving • Mental stimulation and learning new skills
Emotional benefits	• Improves self-esteem and confidence • Sense of achievement, motivation and empowerment • Express emotions and feel valued
Social/moral benefits	• Make friends and build relationships • Learn new rules and moral behaviours • Reduces boredom and encourages engagement

Creative activities encourage independence, increase confidence and improve wellbeing for individuals of all ages and abilities.

TOPIC AREA 3: PLAN A CREATIVE ACTIVITY FOR INDIVIDUALS OR GROUPS IN A HEALTH OR SOCIAL CARE SETTING

3.1 Factors that affect the selection of a creative activity

Individual abilities
- Physical
- Intellectual
- Emotional
- Social

Gender

Benefit of the activity to the individual

Examples of individual abilities: Learning difficulties, sensory impairment, behavioural conditions, physical impairment/ disabilities, memory loss/dementia, medical conditions, religious and cultural beliefs.

3.2 How to plan a creative activity to meet individual abilities

Aims of the creative activity	Purpose specific to an individual or group (e.g. improve fine motor skills).
Timescales	Time for set up, activity and clearing away, time of day.
Resources needed	Materials/equipment, specialist resources, costs, setting/space, helpers if needed.
Safety	Minimise risks, protective equipment, safety of equipment, contingency plans.
Communication	Appropriate to individuals (e.g. large print, simple language, visual aids).
Methodology to be used	Demonstration, group work, individual contribution.
Feedback methods	Asking questions, questionnaires, witness testimony.

Good planning helps activities to be enjoyable, safe and meaningful.

TOPIC AREA 4: DELIVER A CREATIVE ACTIVITY AND EVALUATE YOUR OWN PERFORMANCE

4.1 Skills/personal qualities required to encourage participation

Skills
- Effective communication
- Supporting inclusion
- Being responsive

Personal qualities
- Cheerfulness
- Patience
- Caring
- Respect

4.2 Deliver a creative activity with a group or individual

Introduce the activity
- Aim(s)
- Content
- Settle the individuals so that they are prepared to carry out the activities

Supervise the activity
- Encourage participation
- Intervene when necessary
- Provide support
- Maintain safety
- Keep to timescales
- Replenish resources/materials

Collect feedback from participants
- Ask questions, use questionnaires or witness testimony.

4.3 Evaluation

How to evaluate your own performance
- Use feedback
- Self-reflect
- Review strengths and weaknesses of
  - Your planning
  - Your communication skills
  - How you encouraged participation of the individual/group
- Suggest improvements
  - What you would do differently and why

Reflecting on performance helps you to improve future activities and support better outcomes.

REMEMBER: Therapies and creative activities promote health, wellbeing and inclusion. Plan carefully, treat every individual with respect and review to improve.

Respect rights and choices | Promote wellbeing and inclusion | Encourage participation | Keep safe and secure | Always review and improve