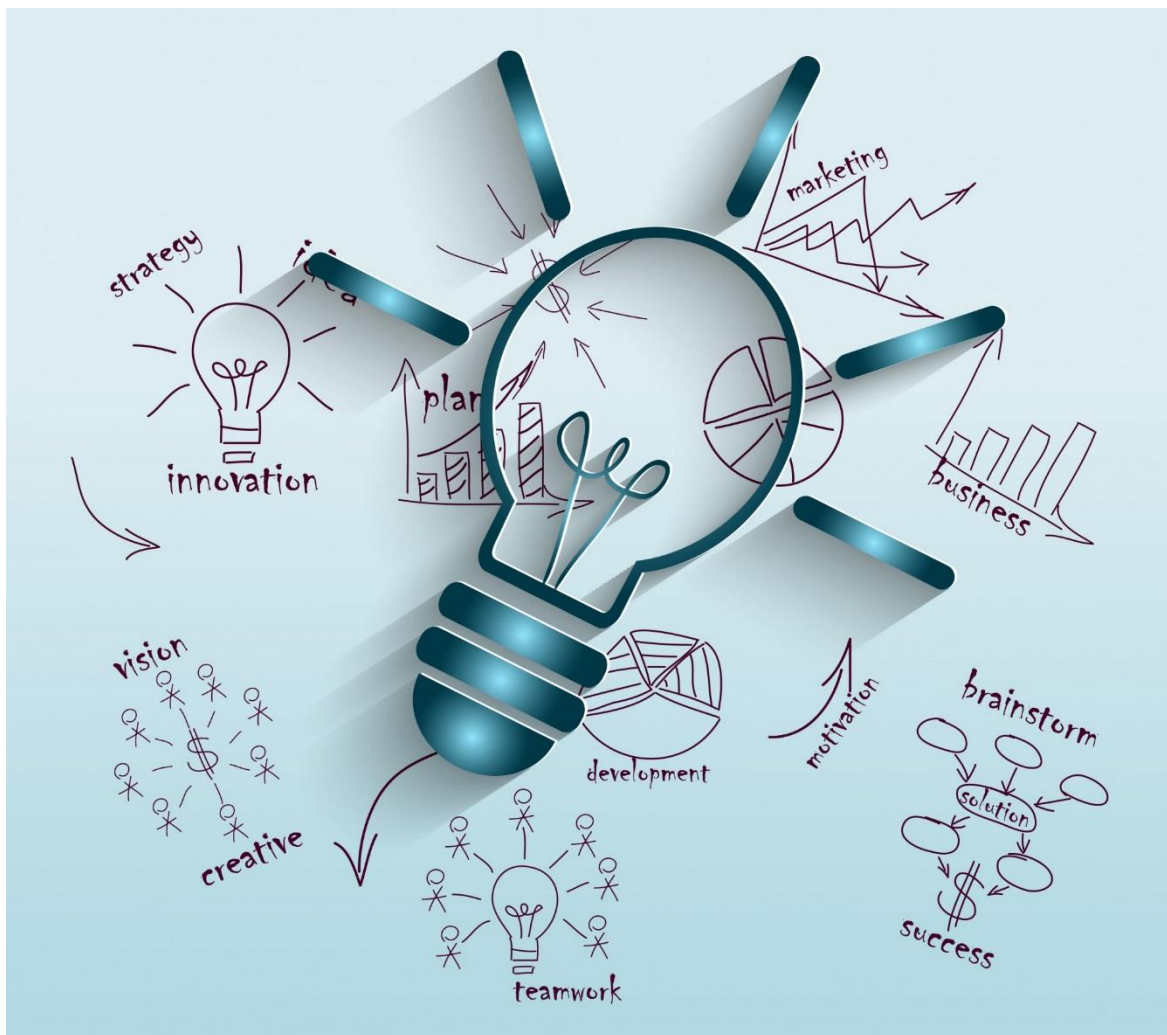


# Knowledge book



**Health and Social Care – Cambridge Nationals**

Level 1 and 2

## Understanding the key terms in coursework criteria

<b>Term</b>	<b>Definition</b>
<b>Adequate</b>	Sufficient for the task – meets the necessary requirements but does not go beyond this
<b>Adequately</b>	It is clear that the learner understands the concepts and principles but may not have provided the full details, expansion or examples needed in order to gain the highest marks
<b>Appropriate/ appropriately</b>	Relevant to the purpose/task
<b>Attempt</b>	To make an effort to do, accomplish, solve or effect
<b>Basic</b>	The work comprises the minimum required and provides the base or starting point from which to develop. Responses are simple and not complicated; the simplest and most important facts are included
<b>Brief/briefly</b>	Accurate and to the point but lacking detail/contextualisation/examples
<b>Clear</b>	Focussed and accurately expressed, without ambiguity
<b>Coherent</b>	Logical; consistent
<b>Competent/ Competently</b>	Evidence that meets the necessary standard for the task
<b>Comprehensive</b>	The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth
<b>Confident/ Confidently</b>	Exhibiting certainty; having command over one's information/argument etc.
<b>Create</b>	To originate (e.g. to produce a solution to a problem)
<b>Describe</b>	Set out characteristics

<b>Detail</b>	To describe something item by item, giving all the facts
<b>Detailed</b>	Point-by-point consideration of e.g. analysis, argument
<b>Discuss</b>	Present, explain and evaluate salient points e.g. for/against an argument
<b>Effective</b>	Applies skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result
<b>Explain</b>	Set out the purposes and reasons
<b>Few</b>	A small number or amount, not many but more than one
<b>Full/fully</b>	Completely; containing as much information as possible
<b>Independent</b>	Without reliance on others
<b>Informed</b>	Having or prepared with information or knowledge
<b>Justified/ Justifying</b>	The reasons for doing something are explained in full
<b>Limited</b>	The work produced is small in range or scope and includes only a part of the information required; it evidences partial, rather than full, understanding
<b>List</b>	Document a series of outcomes or events or information
<b>Little</b>	A very small amount of evidence, or low number of examples, compared to what was expected, is included in the work
<b>Many</b>	A large number of (less than 'most' see below)
<b>Most/mostly</b>	Greatest in amount; the majority of; nearly all of; at least 75% of the context which is expected has been included

<b>Occasionally</b>	Occurring, appearing or done infrequently and irregularly
<b>Partly</b>	In part, to some extent or degree; partially; not wholly
<b>Range</b>	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact
<b>Reasonable</b>	Enough to complete a task but not flawless, omissions/inaccuracies are present, the work, whilst not ideal, is of a quality and type which is acceptable for the task and level
<b>Reasoned</b>	Justified, to understand and to make judgements based on practical facts
<b>Relevant</b>	Correctly focused on the activity
<b>Simple</b>	The work is composed of one part only, either in terms of its demands or in relation to how a more complex task has been interpreted by the learner
<b>Some</b>	About 50% of the content which would have been expected is included
<b>Sophisticated</b>	Uses refined and complex applications effectively
<b>Sound</b>	Valid, logical, justifiable, well-reasoned
<b>Thorough</b>	Extremely attentive to accuracy and detail
<b>Variety</b>	A number or range of things of the same general class that are distinct in character or quality
<b>Wholly</b>	To the whole amount/extent
<b>Wide</b>	The learner has included many relevant details, examples or contexts thus avoiding a narrow or superficial approach, broad approach taken to

	scope/scale; comprehensive list of examples given
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## Key terms

<b>Abstract thinking</b>	Being able to solve problems using concepts and general principles
<b>Adaptive switch</b>	A device that allows an individual to use assistive technology
<b>Advocacy</b>	Getting support with safeguarding your rights and expressing your views and wishes
<b>AED</b>	Automated external defibrillator, which is used by qualified first aiders to deliver electric shocks to a casualty whose heart has stopped
<b>Agility</b>	The ability to move the body quickly and easily
<b>Aim</b>	The intention of the project
<b>Aims</b>	Desired outcomes, i.e. what you want to achieve
<b>Airway</b>	The passageway through which air reaches a person's lung
<b>Allergic reaction</b>	An unpleasant physical reaction to a particular substance
<b>Amino acids</b>	Essential nutrients that the body cannot make, so they have to be eaten as part of an individual's diet
<b>Anaesthetist</b>	A doctor who specialises in pain relief
<b>Anaphylactic shock</b>	A sudden, life-threatening reaction to a substance. Common causes are peanuts and shellfish
<b>Antioxidants</b>	Protect the body from damage caused by harmful molecules called free radicals. Many experts believe this damage is a factor in the development

	of blood vessel disease (atherosclerosis), cancer and other conditions. Vitamins A, C and E are antioxidants
<b>Assistive technology</b>	Devices or technologies that support individuals to maintain or improve their independence and safety
<b>Attention deficit hyperactivity disorder (ADHD)</b>	A group behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness
<b>Attribute</b>	A feature or characteristic of a person
<b>Autism</b>	A lifelong developmental disability that affects how people perceive that world and interact with others
<b>Bereavement</b>	Coping with change following the loss of someone very close, such as a partner, wife, husband, etc
<b>Biased</b>	Information that gives one particular opinion
<b>Birth defects</b>	Problems that affect the structure or function of organs or systems in the body from birth
<b>Calories</b>	A calorie is a measurement of the energy provided by food. Energy-dense foods contain a high number of calories per gram
<b>Carbohydrates</b>	Essential nutrients from food that provide energy
<b>Cardia</b>	Where the contents of the oesophagus empty into the stomach
<b>Cardiovascular system</b>	Cardio = heart and vascular = blood vessels. The heart pumps blood around the body, which is transported by blood vessels

<b>Cartilage</b>	A strong and stretchy connective tissue between the bones. It is not as hard and rigid as bone, but is stiffer and less flexible than muscle tissue
<b>Casualty</b>	Someone who has suffered an injury
<b>Cerebral palsy</b>	Affects body movement, muscle control, muscle co-ordination, muscle tone, reflex, posture and balance. It can also impact fine motor skills and oral motor functioning
<b>Cognitive development</b>	The construction of thought processes (including remembering, problem-solving and decision-making) from childhood through to adulthood
<b>Communication book</b>	A way for individuals to communicate through the use of pictures, photographs, signs, symbols and words
<b>Conscious</b>	Awake and aware of surroundings
<b>Contingency plan</b>	A process that takes account of possible future events, i.e. emergencies
<b>CPR</b>	Cardiopulmonary resuscitation – i.e. giving someone chest compressions to keep their heart and circulation going, in order to save their life. Can also be done in combination with ‘rescue breaths’ by first aiders trained to do this
<b>CT scan</b>	A computerised tomography scan used for internal organs, blood vessels or bones (sometimes called a CAT scan)
<b>DBS checks</b>	Criminal record checks carried out by the Disclosure and Barring Service (DBS) to help prevent unsuitable people working with vulnerable adults or with children

<b>Dementia</b>	A condition that causes memory loss, confusion and difficulty with daily living tasks
<b>Deoxygenated blood</b>	Blood that has no oxygen, but does contain carbon dioxide
<b>Depression</b>	A low mood that lasts for a long period of time and affects an individual's day-to-day activities
<b>Designated child protection officer</b>	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
<b>Dexterity</b>	The ability to perform an action with the hands skilfully
<b>Diabetes</b>	A condition where the amount of glucose in the blood is too high because the body cannot use it properly
<b>Diagnosis</b>	An investigation of the symptoms of an illness to identify what is the cause of the problem
<b>Diaphragm</b>	A muscle anchored to the lower ribs, which separates the chest from the abdomen
<b>Dietary needs</b>	An individual's food and nutrition requirements to maintain their good health and well-being
<b>Disabilism</b>	Behaviour that is abusive or discriminatory based on the belief that people with disabilities are inferior or less valued members of society
<b>Discrimination</b>	When people judge others based on their differences, and use these differences to create disadvantage or oppression. Discrimination could be based on race, disability or gender



<b>Disorder</b>	A state where part of the body is not functioning correctly and is causing ill-health
<b>Diversity</b>	Involves recognising and appreciating differences. Valuing diversity means accepting and respecting individual differences such as faith, diet, ethnicity and customs, for example
<b>Domiciliary care agency</b>	An organisation that provides care and support to individuals in their homes
<b>Down's syndrome</b>	A genetic condition that typically causes learning disabilities and some physical characteristics
<b>Dynavox</b>	Speech-generating software. By touching a screen that contains text, pictures and symbols that software then converts those symbols into speech
<b>Emergency</b>	An unexpected event that needs prompt action
<b>Empower</b>	To give someone the authority or control to do something. The way a health, social care or early years worker encourages an individual to make decisions and to take control of their own life
<b>Enzymes</b>	Chemical substances found in the body; they cause key chemical reactions to happen, such as during the digestion of food
<b>EpiPen</b>	A device that auto-injects adrenaline if someone has anaphylactic shock due to an allergic reaction (to peanuts, for example)
<b>Equality</b>	Promoting equality means ensuring that people are treated equally. For example, ensuring individuals are treated fairly and given the same

	choices and opportunities regardless of differences. They are not discriminated against due to their age, race or sexuality, for example. People are treated according to their own, individual needs
<b>Ethical</b>	Something that is seen as morally right
<b>Fine motor skills</b>	Smaller actions, such as grasping an object between the thumb and a finger when holding a paintbrush or pencil
<b>First aid</b>	Urgent treatment given to an individual who has suffered a sudden injury or an unexpected health problem
<b>Free sugars</b>	Sugars that are added to food – for example, the sugar content of a fizzy drink or the sugar you would add to a cup of tea. The sugar is not part of the cell structure of the food
<b>Genetics</b>	The study of the traits people inherit from their family through DNA
<b>Gross motor skills</b>	The larger movements of arms, legs, feet or the entire body (for walking, running, skipping and jumping)
<b>Halal</b>	In Islam, an animal can be eaten only if it has been slaughtered in a particular way
<b>Haram</b>	In Islam, this means forbidden
<b>Harassment</b>	Unwanted behaviour that has the purpose or effect of violating a person's dignity, or intends to intimidate or humiliate them
<b>Health and Safety Executive (HSE)</b>	The official supervisory body for the health, safety and welfare of people in work settings in the UK
<b>Hearing loop system</b>	A specialist type of equipment that transmits sounds to individuals who use hearing aids or cochlear implants

<b>Homeostasis</b>	How the body adjusts to maintain a constant and steady state. For example, blood sugar levels are kept constant by the supply of insulin from the pancreas
<b>Hospice</b>	A service that provides treatment and support to patients who have a life-limiting illness and/or palliative care needs, and their families
<b>Hypoglycaemia</b>	A condition that occurs due to a lack of glucose in the bloodstream, which is essential for proper brain function. Symptoms include sweating, nausea, pale colour, being cold to the touch and unconsciousness
<b>Hypothesis</b>	A statement that makes a prediction about what will be found out in the research
<b>Inborn temperament</b>	Personality traits that a child is born with; these are genetically determined
<b>Informal carer</b>	Usually a family member or friend who provides care and support to an individual without getting paid
<b>Intercostal muscles</b>	Muscles found between the ribs
<b>Interpreter</b>	Converts a spoken word or signed message from one language to another
<b>Jargon</b>	The use of technical language or terms and abbreviations that are difficult for those not in the group or profession to understand
<b>Kosher</b>	In Judaism, this means 'correct', i.e. an animal can be eaten only if butchered in a particular way
<b>Language and cognitive development</b>	The learning of language and cognitive skills, such as understanding and using words, communicating, thinking, remembering and problem-solving

<b>Learning difficulties</b>	Difficulties processing some types of information without an individual's general intelligence being affected, e.g. dyslexia
<b>Legislation</b>	A collection of laws passed by Parliament, which state the rights and entitlements of the individual. Law is upheld through the courts
<b>Life story work</b>	An activity that involves reviewing an individual's past life events and developing a biography to understand more about the individual and their experiences
<b>Lightwriter</b>	A text-to-speech device. A message is typed on a keyboard, is displayed on the screen, and then converted into speech
<b>Mental health crisis house</b>	Residential setting that offers intensive, short-term support for individuals experiencing a crisis and who are not able to remain living safely in their own homes
<b>Metabolism</b>	Chemical processes and reactions that take place in the body
<b>Monitor</b>	The independent regulator of NHS foundation trusts
<b>Moral</b>	Concerned with the principles of right and wrong behaviour
<b>MRI scan</b>	A magnetic resonance imaging scan; a strong magnetic field and radio waves are used to produce detailed images of almost all parts of the body
<b>National insurance contributions</b>	Money deducted and paid to the government for the cost of state benefits such as the state pension
<b>Neural growth</b>	Refers to any growth of the nervous system

<b>Nutrients</b>	The individual components of the food we eat. Examples are vitamins, protein, fats and carbohydrates
<b>Objectives</b>	How you intend to meet desired outcomes, i.e. how are you going to achieve what you want
<b>Obsessive compulsive disorder (OCD)</b>	An anxiety disorder characterised by obsessive thoughts and compulsive activities
<b>Obstetrician</b>	A doctor who specialises in the care of women during pregnancy, childbirth and after birth
<b>Ofsted</b>	(the Office for Standards in Education, Children's Services and Skills) Inspects and regulates services that care for children and young people, and services providing education and skills for learners of all ages
<b>Ovo-lacto vegetarian</b>	Will not consume any animal flesh, but will consume dairy and egg products
<b>Oxygenated blood</b>	Blood that contains oxygen
<b>Paediatrician</b>	A doctor who specialises in the care of babies and children
<b>PECS</b>	Stands for 'Picture Exchange Communication System'. It is a specialist method of communication. It was developed for use with children who have autism and helps them learn to start communicating by exchanging a picture for the item or activity that they want
<b>Peer group</b>	A group of people (usually of similar age, background and social status) with whom a person associates, and who are likely to influence the person's beliefs and behaviour

<b>Plagiarise</b>	Copy or use someone else's work as your own without acknowledging or giving credit to the original author
<b>Protected characteristic</b>	Refers to nine characteristics identified by the Equality Act. It is unlawful to discriminate against someone on the basis of a protected characteristic
<b>Psychological therapies</b>	Techniques used to support individuals to manage their mental health and overcome any difficulties they are experiencing
<b>Puberty</b>	The process of physical changes through which a child's body matures into an adult body capable of sexual reproduction
<b>Pulse</b>	The pumping action of the heart that can be felt at the wrist or neck
<b>Qualitative data</b>	Data that is based on people's views, opinions and beliefs; usually written in words rather than numbers or figures
<b>Quality</b>	An expression of personality and temperament, e.g. honesty
<b>Quantitative data</b>	Data that records quantities and from which numbers or numerical data (e.g. charts, graphs etc) result
<b>Radiography assistant</b>	A practitioner who works under the supervision of a radiographer to diagnose a patient's illness, disease or condition, and treat medical conditions through the use of x-rays and imaging
<b>Rationale</b>	A set of reasons for course of action
<b>Redress</b>	To obtain justice after being discriminated against or receiving inadequate care. This may take the form of compensation awarded by the courts

	or having your rights restored in some way
<b>Reminiscence therapy</b>	An activity that involves the use of photographs, music or familiar objects to enable an individual to discuss and share their past life experiences
<b>Residential short break</b>	A holiday where children can socialise and take part in activities to give their family or carers a break from caring
<b>Risk</b>	Something that could cause harm to individuals
<b>Seasonal</b>	Buying foods that are naturally growing in their season. This reduces food miles, as food does not need to be imported from abroad so that it can be eaten out of season
<b>Sedentary</b>	A lack of physical activity. A person with a sedentary lifestyle spends a lot of time sitting and does little, if any, exercise
<b>Self-awareness</b>	The ability to know one's own character and feelings
<b>Self-esteem</b>	How much a person values themselves and the life they live. High self-esteem is associated with people who are happy and confident. An individual with low self-esteem experiences feelings of unhappiness and worthlessness
<b>Self-worth</b>	Confidence and value in one's own abilities and qualities
<b>Sessional day care services</b>	Day care offered to pre-school children for a total of not more than 3.5 hours per session
<b>Severity</b>	How serious an injury is (i.e. it is life threatening, a minor superficial injury, or something in between?)

<b>Sexualism</b>	Discrimination or negative attitudes towards a person or group on the basis of their sexual orientation or sexual behaviour – for example, against lesbian or bisexual individuals
<b>Sharps injury</b>	When the skin is punctured by a needle, blade (such as a scalpel) or any other medical instrument
<b>Social services</b>	A range of public services provided by the UK government and private organisations, such as in relation to housing, healthcare and social care
<b>Sonographer</b>	Specially trained to carry out ultrasound scans
<b>Sphincter</b>	A circular muscle that narrows a body passage. Examples are the pyloric sphincter at the lower end of the stomach and the anal sphincter
<b>Spina bifida</b>	A type of birth defect called a neural tube defect; it occurs when the bones of the spine (vertebrae) don't form properly around part of the baby's spinal cord
<b>Sternum</b>	A narrow bone connected with the ribs, also known as the breastbone
<b>Stools</b>	Body waste called faeces
<b>Symptoms</b>	An indication of a disease or disorder
<b>Taxes</b>	Money deducted and paid to the government for services funded by the government
<b>Thorax</b>	The part of the body just above the abdomen and below the neck; it includes the ribcage, which encloses the heart and lungs
<b>Translator</b>	Converts a written message from one language to another



<b>Transphobia</b>	Discriminatory behaviour against transgender or transsexual individuals on the basis that they do not conform to society's gender expectations
<b>Unconditional positive regard</b>	Letting children know they are cared about, accepted and approved of no matter what
<b>Unconscious</b>	Unresponsive to any sound or touch
<b>Valves</b>	Valves are found in veins and ensure a one-way flow of blood
<b>Victimisation</b>	Bad treatment directed towards someone who has made a complaint or taken action under the Equality Act
<b>Vulnerable</b>	An individual who is unable to take care of themselves against significant harm or exploitation. This may be because of mental or physical disability or illness
<b>Whistle-blower</b>	Someone who reveals wrongdoing within an organisation to the public or to those in positions of authority

**Exam unit – R021: Essential values of care for use with individuals in care settings**

The table below shows all the topics you will cover.

<b>Learning outcomes</b>	<b>What you must know</b>
1. Understand how to support individuals to maintain their rights	<p><b>The rights of the individual</b></p> <ul style="list-style-type: none"> <li>✓ Choice – joining in activities/food options/selection of GP/where and how to receive treatment</li> <li>✓ Confidentiality – having personal notes stored securely/not being spoken about so others can hear</li> <li>✓ Protection from abuse</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Equal and fair treatment, being treated for the needs the individual has</li> <li>✓ Consultation – what type of care the individual would like if it were possible/opinions and views being sought</li> </ul> <p><b>Why it is important to maintain individuals rights</b></p> <ul style="list-style-type: none"> <li>✓ To make people feel valued/raise self-esteem</li> <li>✓ To empower</li> <li>✓ To instil confidence and trust</li> <li>✓ To feel safe</li> <li>✓ To equality of access to services/treatments</li> <li>✓ To have your individual needs met</li> </ul> <p><b>How care workers can support individuals to maintain their rights</b></p> <ul style="list-style-type: none"> <li>✓ By using effective communication</li> <li>✓ By providing up to date information</li> <li>✓ By challenging discriminatory behaviour</li> <li>✓ By providing information about complaints procedures</li> <li>✓ By providing advocacy, someone to speak on behalf of someone who is unable to speak for themselves</li> </ul>
<p>2. Understand the importance of the values of care and how they are applied</p>	<p><b>The values of care in health and social care</b></p> <ul style="list-style-type: none"> <li>✓ By promoting equality and diversity</li> <li>✓ By maintaining confidentiality</li> <li>✓ By promoting individuals rights and beliefs</li> </ul> <p><b>Where the values of care are applied</b></p> <ul style="list-style-type: none"> <li>✓ In health settings – GP surgery</li> </ul>

- ✓ In social care settings – residential homes
- ✓ In early years care and education – nurseries

**How the values are applied**

- ✓ By promoting equality and diversity – providing foods specifically for vegetarians
- ✓ By maintaining confidentiality making sure written documents are stored in a locked filing cabinet
- ✓ By promoting individuals rights and beliefs – the right to refuse treatment
- ✓ By being a reflective practitioner

**How the early years values are applied in settings**

- ✓ By ensuring the welfare of the child is paramount
- ✓ By keeping children safe and maintaining a healthy and safe environment
- ✓ By working in partnership with parents/guardians and families
- ✓ By encouraging children’s learning and development, children should be offered a range of experiences to provide choice
- ✓ By valuing diversity
- ✓ By ensuring equality of opportunity, each child should be provided with the opportunity to work towards his/her potential
- ✓ By ensuring anti-discrimination
- ✓ By ensuring confidentiality
- ✓ By working with others

**The importance of applying the values of care**

	<ul style="list-style-type: none"> <li>✓ To ensure standardisation of care</li> <li>✓ To improve the quality of care</li> <li>✓ To provide clear guidelines to inform and improve practice</li> <li>✓ To maintain or improve quality of life</li> </ul> <p><b>The effects on people who use services if the values of care are not applied</b></p> <ul style="list-style-type: none"> <li>✓ Physical</li> <li>✓ Intellectual</li> <li>✓ Emotional</li> <li>✓ Social</li> </ul>
<p>3.Understand how legislation impacts on care settings</p>	<p><b>The key aspects of legislation which are relevant to each of the following groups</b></p> <ul style="list-style-type: none"> <li>✓ Children and young people</li> <li>✓ Vulnerable adults</li> <li>✓ Ethnic minority groups</li> <li>✓ People with disabilities</li> <li>✓ Men and women</li> <li>✓ Older adults</li> </ul> <p><b>An overview of the key aspects of legislation</b></p> <ul style="list-style-type: none"> <li>✓ How the Equality Act 2010, Children Act 2004, Data Protection Act 1998, Health and Safety at Work Act 1974 and Mental Health Act 2007 <ul style="list-style-type: none"> <li>• Support an individual's rights</li> <li>• Provide a framework to maintain and improve quality of practice</li> <li>• Provide guidance for those who work in the sectors</li> <li>• Set out the standard of practice and conduct those who work in the sectors should meet</li> </ul> </li> </ul> <p><b>How legislation impacts on</b></p> <ul style="list-style-type: none"> <li>✓ People who use services</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Care practitioners</li> <li>✓ Service providers</li> </ul>
<p>4. Understand how personal hygiene, safety and security measures protect individuals</p>	<p><b>Personal hygiene</b></p> <ul style="list-style-type: none"> <li>✓ Hair tied back/covered</li> <li>✓ Open wounds covered</li> <li>✓ No jewellery</li> <li>✓ No nail polish</li> <li>✓ Appropriate protective clothing</li> <li>✓ Appropriate hand washing routines</li> <li>✓ Regular showering and hair washing</li> <li>✓ Regular brushing of teeth</li> <li>✓ Appropriate use and disposal of tissues/antiseptic wipes</li> </ul> <p><b>Safety procedures</b></p> <ul style="list-style-type: none"> <li>✓ Emergency procedures</li> <li>✓ Equipment considerations</li> <li>✓ Moving and handling techniques</li> </ul> <p><b>Security measures</b></p> <ul style="list-style-type: none"> <li>✓ Checking external entrances</li> <li>✓ Monitoring of keys</li> <li>✓ Security pads on doors</li> <li>✓ Window locks</li> <li>✓ Reporting of concerns to line managers</li> <li>✓ Identifying staff, receiving and monitoring visitors</li> </ul> <p><b>How individuals are protected</b></p> <ul style="list-style-type: none"> <li>✓ Methods for reducing spread of infection</li> <li>✓ Methods for reducing risk/danger</li> <li>✓ Procedures to prevent accidents and promote good practice</li> </ul>

## Coursework Units

### R022: Communicating and working with individuals in health, social care and early years settings

The table below shows all the topics you will cover.

Learning outcomes	What you must know
1. Understand how to communicate effectively	<p><b>Different types of communication</b></p> <ul style="list-style-type: none"><li>✓ Verbal</li><li>✓ Non-verbal</li><li>✓ Written</li><li>✓ specialist</li></ul> <p><b>About factors that positively influence communication</b></p> <ul style="list-style-type: none"><li>✓ environmental</li><li>✓ interpersonal</li></ul> <p><b>Barriers to communication</b></p> <ul style="list-style-type: none"><li>✓ patronising language, tiredness, inappropriate body language, inappropriate use of language, aggression, and difference in language spoken</li><li>✓ speech difficulties due to disabilities or illness</li><li>✓ noisy environment, inadequate space, poor lighting, damaged or unsuitable furniture</li></ul> <p><b>Ways to overcome barriers</b></p> <ul style="list-style-type: none"><li>✓ adapting the environment</li><li>✓ calm tone</li><li>✓ training staff</li></ul>
2. Understand the personal qualities that contribute to effective care	<p><b>The qualities that contribute to effective care</b></p> <ul style="list-style-type: none"><li>✓ patience</li><li>✓ understanding</li><li>✓ empathy</li><li>✓ respect</li></ul>

	<ul style="list-style-type: none"> <li>✓ willingness</li> <li>✓ sense of humour</li> <li>✓ cheerfulness</li> </ul> <p><b>How qualities contribute to effective care</b></p>
3.Be able to communicate within a health, social care and early years setting	<p><b>How to plan for a one-to-one and group health, social care or early year interaction, considering</b></p> <ul style="list-style-type: none"> <li>✓ time</li> <li>✓ environmental factors</li> <li>✓ activity or topic of conversation</li> <li>✓ skills to be used</li> <li>✓ the reasons why practitioners and individuals who use the service need to communicate clearly</li> <li>✓ to ensure the comfort of the individual</li> <li>✓ to show value and respect for the individual</li> </ul> <p><b>How to communicate effectively in a one-to-one and group situation</b></p> <ul style="list-style-type: none"> <li>✓ By active listening</li> <li>✓ Appropriate body language</li> <li>✓ Adapting/using appropriate language</li> </ul>

### **R023: Understanding body systems and disorders**

The table below shows all the topics you will cover.

<b>Learning outcomes</b>	<b>What you must know</b>
1.Know how the body systems work	<p><b>The cardiovascular system</b></p> <ul style="list-style-type: none"> <li>✓ The structure of the cardiovascular system</li> <li>✓ The function of the cardiovascular system</li> </ul> <p><b>The respiratory system</b></p>

	<ul style="list-style-type: none"> <li>✓ The structure of the respiratory system</li> <li>✓ The function of the respiratory system</li> </ul> <p><b>The digestive system</b></p> <ul style="list-style-type: none"> <li>✓ The structure of the digestive system</li> <li>✓ The function of the digestive system</li> </ul>
<p>2. Understand disorders that affect body systems</p>	<p><b>The cardiovascular system</b></p> <ul style="list-style-type: none"> <li>✓ Disorders</li> <li>✓ Symptoms</li> <li>✓ diagnosis</li> </ul> <p><b>The respiratory system</b></p> <ul style="list-style-type: none"> <li>✓ Disorders</li> <li>✓ Symptoms</li> <li>✓ diagnosis</li> </ul> <p><b>The digestive system</b></p> <ul style="list-style-type: none"> <li>✓ Disorders</li> <li>✓ Symptoms</li> <li>✓ diagnosis</li> </ul>
<p>3. Be able to interpret data obtained from measuring body rates with reference to the functioning of health body systems</p>	<p><b>How to measure pulse rate before and after activity</b></p> <ul style="list-style-type: none"> <li>✓ Compare results against normal/maximum pulse rates for age</li> </ul> <p><b>How to measure peak flow of an individual before and after activity</b></p> <ul style="list-style-type: none"> <li>✓ Compare results against normal values for age, height and weight</li> </ul> <p><b>How to calculate BMI</b></p> <ul style="list-style-type: none"> <li>✓ Compare the results against healthy weights for height</li> </ul> <p><b>Ways of measuring function in the</b></p> <ul style="list-style-type: none"> <li>✓ The cardiovascular system</li> <li>✓ The respiratory system</li> <li>✓ The digestive system</li> </ul>



## R031: Using basic first aid procedures

The table below shows all the topics you will cover.

Learning outcomes	What you must know
<p>1.Be able to assess scenes of accidents to identify risks and continuing dangers</p>	<p><b>How to assess the scene of an accident within health, social care or early years settings</b></p> <ul style="list-style-type: none"> <li>✓ How to assess dangers to the casualty, first aider and others</li> <li>✓ How the area can be made safe appropriately before commencing first aid</li> <li>✓ How to obtain informed consent when possible</li> <li>✓ How to communicate clearly</li> <li>✓ When and how to seek additional support/report issues to the appropriate people</li> </ul> <p><b>How to provide information to emergency services</b></p> <ul style="list-style-type: none"> <li>✓ What information to give</li> </ul>
<p>2.Understand the first aid procedures for a range of injuries</p>	<p><b>How to identify the nature and severity of a range of injuries, the current first aid procedures for the injuries and the rationale</b></p> <ul style="list-style-type: none"> <li>✓ conscious/unconscious and breathing/not breathing</li> <li>✓ choking</li> <li>✓ asthma attack</li> <li>✓ burns or scald</li> <li>✓ bleeding</li> <li>✓ shock</li> </ul>
<p>3.Be able to apply basic first aid procedures</p>	<p><b>How to apply the steps involved in certain first aid procedures</b></p> <ul style="list-style-type: none"> <li>✓ Is conscious/unconscious and breathing/not breathing</li> <li>✓ Is choking</li> </ul>

	<ul style="list-style-type: none"><li>✓ Is having an asthma attack</li><li>✓ Has suffered burns or scald</li><li>✓ Is bleeding</li><li>✓ Is in shock</li></ul> <p><b>How to review own performance</b></p> <ul style="list-style-type: none"><li>✓ Competency</li><li>✓ Strengths and weaknesses</li><li>✓ Suggest improvements to their performance</li></ul>
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