

Health and Social Care - R032: Principles of Care in Health and Social 50 Questions and Guidance (2025)

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| 1 | Name two types of care settings in the Health and Social Care sector. | Health care settings are those that provide clinical or medical interventions, e.g. hospitals, GP surgeries (1). Social care settings are those that support individuals with daily living, e.g. care homes, day centres (1). |
| 2 | What is meant by the term "equal and fair treatment" in relation to service users' rights? | Equal and fair treatment means that every service user is treated the same, with dignity and respect, regardless of their individual characteristics like age, disability, or cultural background (1). |
| 3 | State one benefit to a service user's emotional well-being when their rights are maintained. | Feeling valued and respected increases self-esteem (1). |
| 4 | Identify two benefits for a service user of having person-centred values applied in their care. | Improves the quality of care being given (1). Maintains or improves their quality of life (1). |
| 5 | Explain two effects on a service user's health and well-being if person-centred values are <i>not</i> applied. | Physical: A service user could suffer from illness due to neglect of dietary needs or medication (1). Emotional: They might feel undervalued, leading to low self-esteem or depression (1). |
| 6 | Define the term "active listening" and explain why it is important in a health and social care setting. | Definition: Active listening involves fully focusing on the speaker, showing interest and understanding via verbal and non-verbal cues (1). Reason: It ensures service users feel valued and understood, building trust in their care provider (1). |
| 7 | State two examples of safety procedures or measures used to reduce risks in a health or social care setting. For each example, briefly describe how it helps to protect service users. | Staff training on moving and handling prevents injuries when assisting service users (1). Risk assessments ensure hazards are identified and minimised, keeping environments safe (1). |
| 8 | What is safeguarding, and why is it particularly important for vulnerable groups in health and social care settings? | Safeguarding involves protecting individuals, especially vulnerable people, from harm, abuse, or neglect (1). Vulnerable groups, such as children or older adults, may depend on others for their safety, making them more at risk (1). |
| 9 | Identify one special method of communication and explain how it supports service users in a care setting. | Method: British Sign Language (1). Explanation: It enables service users with hearing impairments to communicate effectively, ensuring their needs and preferences are understood (1). |
| 10 | Describe how maintaining confidentiality in health and social care settings benefits service users' emotional well-being. | Maintaining confidentiality helps service users feel secure, as they know their personal information is safe (1), and it builds trust in the care they receive (1). |
| 11 | Identify one type of health care setting. | Hospital GP surgery Dental clinic Care home with nursing (Other correct health care settings can also be credited.) (1) |
| 12 | Give one example of a right that a service user has when accessing care. | The right to choice The right to confidentiality The right to equal and fair treatment The right to consultation The right to protection from abuse and harm (1) |

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| 13 | State two benefits to a service user's self-esteem when their rights are maintained. | Feeling valued Feeling respected Building trust in the care services Feeling in control of their lives (2) |
| 14 | State two effects on a service user's social wellbeing if person-centred values are not applied in a care setting. | Feeling lonely Becoming withdrawn Lack of social interaction Feeling excluded (2) |
| 15 | Describe how the provision of mobility aids in a care setting can improve a service user's quality of life. | Promote independence (e.g., being able to move around the house). Reduce the risk of falls or injuries. Allow the service user to participate in activities they enjoy. (1) |
| 16 | Explain how effective active listening skills can empower service users in a healthcare setting. | Allows service users to feel heard, respected, and valued. Encourages the service user to share concerns or opinions confidently. Helps staff understand the service user's needs accurately, leading to better care provision. (1) |
| 17 | Explain two physical effects on a service user if infection prevention measures are not followed in a care setting. | Increased risk of infections (e.g., MRSA) leading to illness. Pain or discomfort from untreated infections. Illness may worsen due to secondary complications. Dehydration from lack of proper fluids if cross-contamination occurs. (2) |
| 18 | Explain two ways that safeguarding policies protect vulnerable service users in care settings. | Ensure that potential cases of abuse are reported and addressed, reducing risk of harm. Provide a clear policy that care practitioners must follow, ensuring consistent safeguarding. Help practitioners recognise signs of harm and act appropriately. Set clear responsibilities for a Designated Safeguarding Lead (DSL). (2) |
| 19 | Discuss the importance of clear communication (both verbal and non-verbal) in building trust between care staff and service users. | Verbal communication techniques (e.g., appropriate vocabulary, tone, empathy) demonstrate respect and understanding. Non-verbal skills (e.g., making eye contact and positive body language) show interest and attentiveness. Clear communication ensures service users can express needs or concerns. This leads to reassurance and builds confidence in the care provided. Miscommunication can lead to mistrust and service users feeling neglected or disrespected. (1) |
| 20 | Evaluate the impact on a service user if their right to equal and fair treatment is not met in a healthcare or social care setting. | Lack of fairness can lead to feelings of exclusion, low self-esteem, and frustration. May worsen pre-existing physical or mental health conditions. Leads to loss of trust in the care service and fear of accessing care. Could result in reduced opportunities for independence and self-reliance. Service users might feel undervalued and disrespected, damaging their overall wellbeing. Can breach legal and ethical obligations, such as the Equality Act 2010, leading to broader consequences. (1) |
| 21 | Define the term "person-centred care." | Person-centred care refers to providing care that respects and responds to the preferences, needs, and values of the individual. (1) |

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| 22 | Give one example of a health care setting and one example of a social care setting. | Example of a health care setting: a hospital or GP surgery. Example of a social care setting: a care home, foster care, or day care centre. (1) |
| 23 | State two rights that service users are entitled to in a care setting. | Right to choice. Right to confidentiality. (1) |
| 24 | Explain two benefits to service users when their rights are upheld. | Empowerment: When rights are maintained, service users feel more confident to make decisions about their care. High self-esteem/feeling valued: Recognising rights can make service users feel respected and important. (2) |
| 25 | Identify two effects on a service user's emotional health if person-centred values are not applied and explain how each effect might impact them. | Low self-esteem: The individual may feel inadequate or undervalued, reducing their confidence. Depression: If their values are ignored, the person may feel frustrated or hopeless. (2) |
| 26 | Describe two ways safeguarding procedures in a care setting protect vulnerable service users. | DBS checks: Ensure staff are suitable to work with vulnerable groups. Safeguarding policy: Provides guidelines for recognising and reporting abuse. (2) |
| 27 | What is meant by the term "active listening"? Provide two skills involved in active listening. | Active listening: Fully focusing on, understanding, and responding appropriately to what someone is saying. Skills: e.g., maintaining eye contact, summarising what the speaker has said. (2) |
| 28 | Identify two examples of personal hygiene measures that care workers should follow to prevent the spread of infection. | Washing hands correctly and regularly. Wearing appropriate personal protective equipment (PPE) such as gloves or aprons. (2) |
| 29 | Explain two ways effective communication supports the rights of service users in a care setting. | Empowerment: Encourages individuals to express themselves and make decisions about their care. Feeling valued and respected: Using clear communication shows individuals that their opinions matter. (2) |
| 30 | Describe how failing to safeguard a child in a care setting could result in three negative impacts on their health and wellbeing. Include one physical, one emotional, and one social effect in your answer. | Physical effect: The child may experience injuries or lack of necessary treatment, such as malnutrition. Emotional effect: Neglect could lead to the child feeling scared, anxious, or developing depression. Social effect: The child may feel isolated, struggle to develop social skills, or withdraw from others. Clear expansion of points, such as linking the effect to an overall lack of safeguarding, is needed for the fourth mark. (3) |
| 31 | Briefly explain two ways safeguarding procedures protect vulnerable service users in care settings. | Staff trained in safeguarding are aware of how to recognise and respond to signs of abuse or harm, reducing risks to service users. DBS checks prevent unsuitable individuals from being employed, ensuring a safer environment. (2) |

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| 32 | Explain one way that effective communication skills, such as active listening, can build trust between a service user and a health care practitioner. | Active listening reassures the service user that their thoughts and feelings are being taken seriously. This builds trust as the service user feels respected and understood, leading to improved relationships with care staff. (1) |
| 33 | Identify two examples of personal protective equipment (PPE) used by care workers to prevent the spread of infection. | Disposable gloves Face masks (2) |
| 34 | Give one example of a security measure that protects staff and service users in a health care setting. | ID lanyards for staff and visitors Controlled access using swipe cards or door buzzers (1) |
| 35 | Outline one intellectual effect and one social effect that might occur if safeguarding procedures are not followed in a residential care home. | Intellectual effect: Loss of concentration due to feeling unsafe or unsupported. Social effect: The service user may become withdrawn and isolated if they fear harm from others in the setting. (1) |
| 36 | Explain three benefits for service users when the person-centred values are followed in their care. | Service users feel valued and respected as their individual needs and preferences are prioritised. Promotes empowerment by giving them control over decisions about their care, improving self-esteem. Leads to better quality care as services are tailored to meet their specific requirements, ensuring their physical and mental health needs are met. (3) |
| 37 | Identify and explain four measures care practitioners can take to prevent the spread of infection in health and social care settings. | Regular handwashing minimises the transfer of germs and bacteria Wearing PPE, such as gloves and aprons, creates a barrier between the practitioner and potential contamination Cleaning and disinfecting surfaces promptly reduces the risk of cross-contamination Safe disposal of waste—e.g., using sealed bins—ensures that infectious materials are isolated (4) |
| 38 | Describe how both verbal and non-verbal communication skills can be used effectively by care practitioners to meet the needs of service users. Provide one example for each. | Verbal: Use of a calm tone and appropriate vocabulary ensures service users can understand instructions or information, e.g., explaining medication clearly Non-verbal: Maintaining eye contact and using positive body language demonstrates attentiveness and respect during interactions, e.g., during a consultation (2) |
| 39 | Explain how clear and effective communication by a care practitioner can reassure service users in health and social care settings. | Using clear speech and avoiding jargon makes service users feel informed Active listening shows practitioners understand the service user's needs/concerns A calm tone and pace can reduce anxiety and help the service user feel relaxed and valued (1) |
| 40 | Describe one physical, one emotional, and one social effect on a service user if person-centred values are not applied in their care. | Physical effect: Pain or worsening medical condition if their care needs (e.g. medication) are not met Emotional effect: Feeling undervalued or experiencing low self-esteem Social effect: Becoming isolated due to lack of inclusion or appropriate support (1) |

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| 41 | Identify two person-centred values that should be applied in health and social care settings. | Respect and dignity Promoting independence Collaboration with the service user Empowerment (2) |
| 42 | State how a care worker can adapt communication to suit needs of an individual. | Emphasise/ stress important words; slow pace; increase tone; repeat; use gestures; use flash cards; use aids of communication; use specialist communication; technological aids (1) |
| 43 | State how a care worker can use vocabulary that can be understood. | No jargon; specialist terminology; age appropriate vocabulary; simplified language; interpreters/ translators (1) |
| 44 | Define the term empower. | To give someone the authority or control to do something. The way a health, social care or early year's worker encourages an individual to make decisions and to take control of their own life. (1) |
| 45 | Define self-esteem | How much someone 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. (1) |
| 46 | Define the term diversity | Recognising and appreciating differences. Valuing diversity means accepting and respecting individual differences such as faith, diet, ethnicity and customs. (1) |
| 47 | What does the term legislation mean? | A collection of laws passed by Parliament, which state the rights and entitlements of the individual. Law is upheld through courts. (1) |
| 48 | What role does a Family support worker have? | Working with another professional to plan and provide the support your family/client's needs. (1) |
| 49 | Give a reason why people may see their doctor. | Mental health issues such as depression; illness such as chest infection, etc. (1) |
| 50 | State a health care practitioner | Dentist, GP, Nurse, etc. (1) |