

RO21 KNOWLEDGE ORGANISER KEY TERMS AND EXAM TOP TIPS

Exam length is one hour.

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

Section A – is context based (i.e. a scenario in a specific setting). Section B – is fact and knowledge based.

No single question will be worth more than 8 marks; some will be only worth 1 mark. You should attempt all questions

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.

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.

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 is NEVER too early to start.
- Re-read your notes from lesson. The more you go over them the more you are likely to remember. Colour code them.
- The more times you go through a topic, the more you will 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 are unsure or do not 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 for complex topics
- Put different topics into specific settings/scenarios.

Discrimination	Transphobia	Designated child protection officer	Legislation	Translator
Harrassment	Protected characteristics	Paramount	Self-esteem	PECS
Victimisation	Dementia	Equality	Empower	Dynavox
Disablism	Vulnerable	Diversity	Jargon	Lightwriter
Sexualism	Redress	Discrimination	Interpreter	DBS checks
				Diversity

RO21 KEY TERMS

Know their meaning and use them in your answers to higher marked questions.

Rights are set out through legislation.

HOW the care workers can support individuals rights.

By providing up-to-date information.

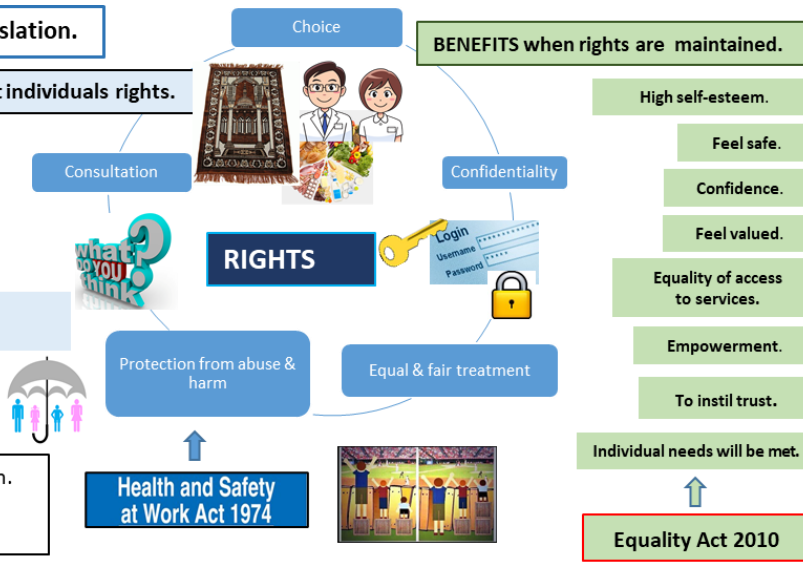
By providing advocacy.

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.



RO21 KNOWLEDGE ORGANISER LO1

Ensure you understand WHY rights are important.

- To ensure people feel valued (raise their self-esteem)
- To empower people and give them control over their lives
- To instil confidence and trust in the service and care workers
- To make service users feel safe in the setting
- To provide equality of access to services and treatment
- To ensure individual needs are met

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

EXCEPTIONS to CONFIDENTIALITY: If a person intends to do the following

- 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.

Be a reflective practitioner: The 4 main aspects

- Evaluating specific incidents or activities
- Identifying what might be done better next time
- Identifying what went well
- Exploring training and development needs.

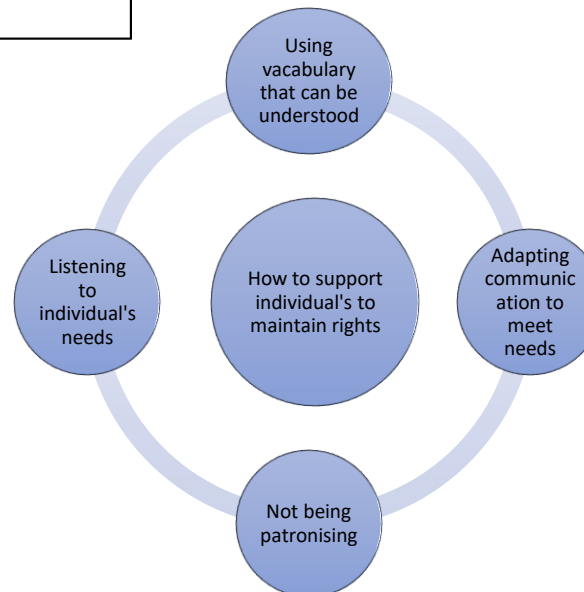
By challenging discriminatory behaviour

Table 1.2 Examples of how to challenge discriminatory behaviour

Ways to challenge	Action to take
Challenge at the time	<ul style="list-style-type: none"> • Explain to the individual how they are being discriminatory, to raise their awareness. • Make the person reflect on their actions/what they have done or said.
Challenge afterwards through procedures	<ul style="list-style-type: none"> • Supervision by senior staff – monitor the person as they carry out their work with the service users. • Refer the person to the setting's policies – e.g. equal opportunities, bullying. • Instigate disciplinary action against the person – this makes them aware of the seriousness of the issue and provides a basis for changing their attitudes. • Consult with other senior staff to discuss ways the setting can address the issue.
Challenge through long-term proactive campaigning	<ul style="list-style-type: none"> • Provide equality and diversity awareness sessions for the person discriminating and the other staff on the values of care. • Provide training on effective communication. • Send the person who has discriminated on an anger management course. • Regular staff training over time – to raise awareness of correct ways of working to address the issue if they observe discriminatory practice.

How care workers can support individuals by providing info about complaints procedures

When to complain	Not given choices, confidentiality broken, unfair treatment
Options available	Complain or not, when to make complaint, who to complain to? Discuss with a manager, write a letter, start formal procedure, Involve external input e.g. solicitor
Steps to take	Gather evidence, find out about procedures, take advice e.g. citizens advice, stay calm, talk to somebody in authority, listen to other views, specialist advice



Values of care - (Early years & educational settings)

- ensuring the **welfare of the child is paramount**
- ensuring **confidentiality**
- encouraging children's **learning & development**
- practising **anti-discrimination**
- working with **parents/guardians & families**
- working with **other professionals**
- ensuring **equality of opportunity**
- valuing **diversity**
- keeping children **safe, maintaining a healthy & Safe environment**

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

Values of care –

(health & social care settings)

- Promoting equality & diversity
- Maintaining confidentiality
- Promoting right & beliefs

RO21 KNOWLEDGE ORGANISER LO2

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



Health care settings

Hospital
G.P. surgery
Dentist
Optician
Nursing home
Pharmacy
Drop in centre
Health centre

Early years settings

School
Nursery
Childminder
Breakfast club
Playgroup
Preschool
Children's centre
Children's home



Social care settings

Retirement home
Day centre
Community centre
Social services dept
Support group
Lunch club
Residential home
Health centre

Effects on individuals if values of care are not applied (effects can be interrelated too – link to other effects)

PIES

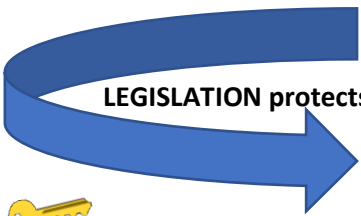
PHYSICAL – such as effects on body if not receiving appropriate care (e.g. coeliac not being provided with gluten-free food = digestive health will deteriorate).

INTELLECTUAL – though processes such as thinking skills understanding, learning, reasoning, comprehension & knowledge (e.g. child with learning difficulties is not 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 could not 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).

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



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



Aspects

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.



Aspects

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.



Aspects

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.



Aspects

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) based on protected characteristics.
Reasonable adjustments must 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



Aspects

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 organisation's approach to data privacy.

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**

PROTECTED CHARACTERISTICS

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



RO21 KNOWLEDGE ORGANISER LO3



Understand the meaning of 'sectioning'.

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

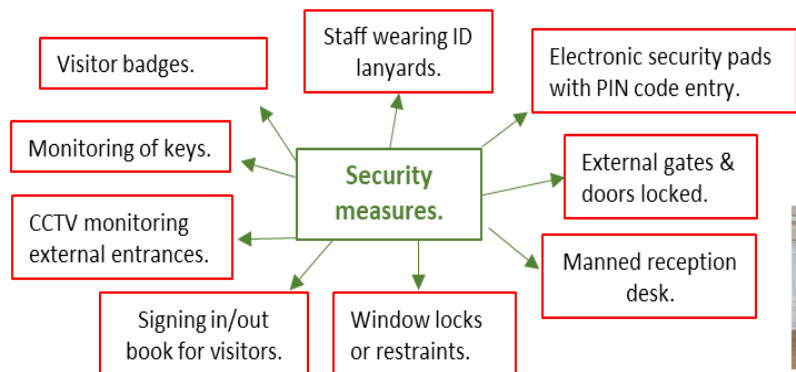
The definition of mental disorder was changed by the MHA 2007, as of 3/11/08, so that it was no longer split into the four classifications of mental illness, psychopathic disorder, mental impairment and severe mental impairment.
Mental Health Act 2007, s1 now states that: "**mental disorder**" means any disorder or disability of the mind.

KNOW the definition of **REDRESS**:
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.

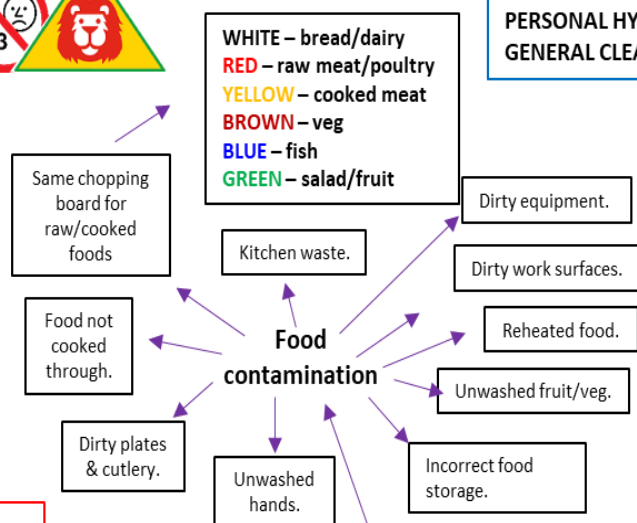
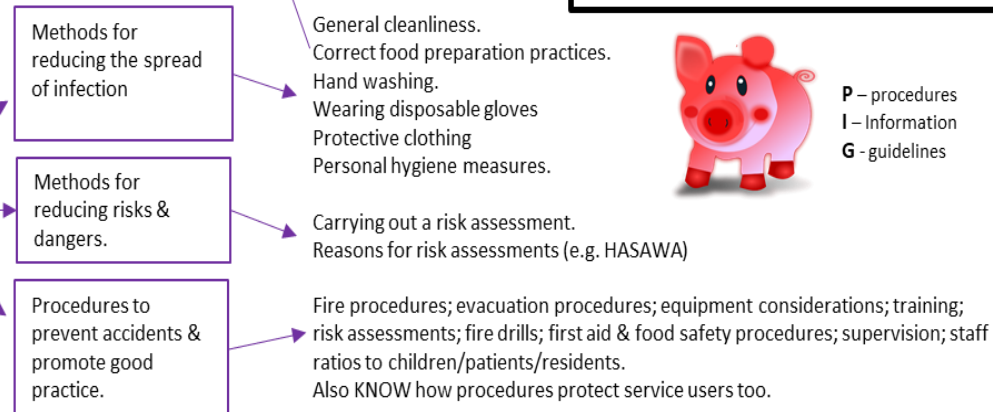


Appropriate training of staff for specialist equipment – e.g. hoists; transfer boards.	So staff know how to use the equipment correctly.
Fit for purpose/appropriate for task. Specialist equipment available.	Correct equipment provided for task reduces risk of injury to staff & service users.
Checked regularly 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.

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.



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

RO21 KNOWLEDGE ORGANISER LO4



P – procedures
I – Information
G – guidelines