

**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).<br>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).<br>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).<br>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).<br>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).<br>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).<br>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).<br>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<br>GP surgery<br>Dental clinic<br>Care home with nursing<br>(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<br>The right to confidentiality<br>The right to equal and fair treatment<br>The right to consultation<br>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<br>Feeling respected<br>Building trust in the care services<br>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<br>Becoming withdrawn<br>Lack of social interaction<br>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).<br>Reduce the risk of falls or injuries.<br>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.<br>Encourages the service user to share concerns or opinions confidently.<br>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.<br>Pain or discomfort from untreated infections.<br>Illness may worsen due to secondary complications.<br>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.<br>Provide a clear policy that care practitioners must follow, ensuring consistent safeguarding.<br>Help practitioners recognise signs of harm and act appropriately.<br>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.<br>Non-verbal skills (e.g., making eye contact and positive body language) show interest and attentiveness.<br>Clear communication ensures service users can express needs or concerns.<br>This leads to reassurance and builds confidence in the care provided.<br>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.<br>May worsen pre-existing physical or mental health conditions.<br>Leads to loss of trust in the care service and fear of accessing care.<br>Could result in reduced opportunities for independence and self-reliance.<br>Service users might feel undervalued and disrespected, damaging their overall wellbeing.<br>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.<br>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.<br>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.<br>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.<br>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.<br>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.<br>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.<br>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.<br>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.<br>Emotional effect: Neglect could lead to the child feeling scared, anxious, or developing depression.<br>Social effect: The child may feel isolated, struggle to develop social skills, or withdraw from others.<br>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.<br>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.<br>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<br>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<br>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.<br>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.<br>Promotes empowerment by giving them control over decisions about their care, improving self-esteem.<br>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<br>Wearing PPE, such as gloves and aprons, creates a barrier between the practitioner and potential contamination<br>Cleaning and disinfecting surfaces promptly reduces the risk of cross-contamination<br>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<br>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<br>Active listening shows practitioners understand the service user's needs/concerns<br>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<br>Emotional effect: Feeling undervalued or experiencing low self-esteem<br>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<br>Promoting independence<br>Collaboration with the service user<br>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)   |