

Cambridge Advanced National in H&SC AAQ Student Textbook – Answers for Unit F090

1.1

p.3

Recap questions

1. Everyone, including older people, have a right to have their needs met. On average, older people have greater need for health and social care services.

p.5

Recap questions

1. A,C and D.

2. Possible discussion points:

- Race is a social construct not based on biology whereas ethnicity is based on cultural identify, common languages, religions, traditions and ancestry
- Examples of race could be black, Asian, white.
- Examples of ethnicity could be Irish, Somali, Bangladeshi etc

p.7

Recap questions

1. Family structure is the make-up of a household – who lives in the same house. It can also relate to extended family – people who do not live in the same house but who are considered to be family.

Single parent family, same sex family, unmarried parents (cohabiting families), blended family, foster family, multigenerational family.

p.10

Apply your understanding

1. A good answer must have a range of points on both sides and a clear conclusion.

Points can include:

What the home is doing well –

- Menu choices including Halal
- Staff learning key Somali phrases
- Prayer room
- Having dedicated mental health support

- He has a key worker

What the home could improve on –

- Specific training for staff on diversity training to aide them in understanding cultural preferences
- No one on the staff from a Somali background
- No mention of activities specially arranged for the Muslim residents
- Mental health nurse not being informed about his cultural background
- Ahmed may feel more comfortable with a male key worker
- No personalised care plan has been produced

2.

- The care plan will highlight what is important to Ahmed
- It will state his ethnic background and religious beliefs
- It might state people important to Ahmed who can support him in meetings
- It will state in which situations a translator might be needed

Recap questions

1. Lack of trust in the service, may not comply with treatment, staff may accidentally cause offense and upset the individual, the service could be breaking equality laws, overall outcomes would be poorer for the individual

1.2

p.12

Recap questions

1. To ensure everyone using the service has the same access to the same things to reduce inequalities in health care outcomes which are experienced by for people in different groups. Promoting equality is also a requirement of the Equality Act.
2. Some possible discussion points:
 - Treating people equally means providing them with the exact same attention, help and resources. This does not address the fact that some people need more help than others. Even people who need similar levels of help may need different types of support. Support should be given to people according to their needs. Promoting equality means providing support to overcome a person's individual difficulties so that they have the same opportunity to engage in activities, make choices etc. as other people who do not have those difficulties.
3. Possible answers:
 - The service is guilty of discrimination and is breaking the law
 - The service user is not getting the support they need
 - The service user does not have the same opportunities as other people
 - The service user may find life a lot harder causing distress

- The service user may lose dignity
- They will lose trust in the service

Apply your understanding

1. It can move to where it is more convenient to travel to; this can fit around the lives and work of individuals
2. What the unit does well:
 - It offers a range of different health tests
 - it has disabled access such as ramp and wide doors
 - staff are trained in diversity
 - leaflets are available in different formats.

What could be improved:

- Leaflets have long complicated sentences which people with learning difficulties may not understand – the unit could provide easier to understand leaflets with pictures
- People may need support to get undressed and there is not enough room. To improve there could be more space provided for getting changed.

1.3

p.14

Recap questions

1. Change the way the information is presented to make it easier to understand; take as much time as needed; let the individual have breaks from the discussion if they need it; get help and views from family or an advocate.
2.
 - It is the right of the individual to not have their private information shared without their consent
 - maintaining confidentiality makes the person more confident in the service
 - confidentiality breaches can cause distress
 - confidential information could be used to take advantage of vulnerable individuals.
3. Tailoring support to the individual's needs is fair because it ensures they get the exact support that they need; this ensures better outcomes which is fair because everyone deserves to be as healthy and happy as possible.

p.14

Apply your understanding

1. Possible answers:
 - It is a requirement of law that they support Omar's choices
 - It will increase his independence
 - He will feel he has more control over his life which will be good for his self-esteem and self-worth

2. Ask him what activities he would like to carry out; discuss with him and other service users when they want to make changes such as decorating; regular service user meetings to discuss wishes of the service users; have a suggestion box.
3. Ensure staff are trained; staff should follow procedures; concerns about safety should be reported to the correct people within the setting; risk assessments for activities should reduce the risk of harm.

1.4

p.17

Recap questions

1. The events will raise awareness of different cultures amongst both workers and other service users; it gives service users whose religious days are being celebrated a chance to talk to others about their beliefs so people can get to know them better.

p.19

Recap questions

1. A lot of health-related research was carried out on men not women; there may be assumptions made about women being natural “carers” therefore healthcare workers might be more reluctant to offer respite care to women.
2. Men are traditionally thought of as being strong; it might be assumed that a man can cope and does not need mental health support.
3. Providing all information in a GP surgery such as leaflets only in English and A dental service using an online booking system for all appointments.

p.21

Recap questions

1. Possible discussion points include:
 - Verbal abuse is when words are used to upset or control someone
 - Physical abuse is when an individual is physically harmed by another person
 - Mental or physical abuse is when an individual is made to feel unworthy, threatened or useless.
 - Neglect is when an individual’s needs are ignored. This can be failure to provide them with adequate food, drink, warm clothes or medication.
 - Financial abuse is when someone misuses, manipulates or steals someone else’s money or property.

P21.

Apply your understanding

1.
 - a. Direct – women getting old laptops

- b. Indirect – emergency fire drill not taking account of disabilities or finances course put on at a time when more women are likely to not be able to attend
 - c. Intentional – Women getting old laptops
 - d. Unintentional - emergency fire drill not taking account of disabilities or finances course put on at a time when more women are likely not to be able to attend. **OK**
2. Inadequate care (laptops or poor timing of finance class), breach of health and safety (fire drills)

1.5

P25.

Recap questions

1. Where someone loses control over their life; where they can no longer make their own decisions.
2. The individual may not get the treatment they need so existing illnesses get worse; the worry about the discrimination makes them ill; they may not eat properly also causing illness.
3. Discrimination can lower people's self-esteem and self-confidence because they are being treated as if they are not capable; low self-confidence leads to them not trying more challenging intellectual activities.

P26.

Apply your understanding

1. Different types of discrimination:
 - Amanda – psychological abuse
 - Priya – Being patronising
 - Tom – Labelling and stereotyping
1. Amanda is losing sleep; Priya's grades are slipping as a result of the emotional impact, Tom is losing out on work opportunities
2. Answers can include the following points:
 - The individuals will no longer feel alone.
 - They can discuss different ways of coping with how they feel with each other.
 - They can discuss ways of tackling the discrimination.
 - They can find strength in each other to challenge the discrimination.
 - Talking about their experiences relieves stress.

P26

End of Topic questions

1. One of: choice, confidentiality, consultation, equal and fair treatment, protection from abuse (1)
2. Treating people according to their needs (1), ensuring that access to services is fair for everyone (1), protect individuals from discrimination (1)
3. One of: inadequate treatment, increased risk of injury, stress related symptoms, malnutrition or neglect (1)

4. One of: Abuse (various types), being patronising, breach of health and safety, bullying, inadequate care, labelling/stereotyping (1)
5. Avoid making assumptions about what Ellie is capable of (1), support Ellie to achieve her goals without judging her (1), maintain her dignity and privacy by not discussing private matters in public (3)
6. Being patronising (Ellie), stereotyping/labelling (all), inadequate care (Omar) (3)
7. Three of: Disempowerment, low self-confidence, unfair treatment, poor mental health (3)

2.1

P29.

Recap questions

1.
 - They contain harmful chemicals
 - Residents may not understand what they are for and could swallow them
2.
 - Too hot leading to heat stroke, dehydration or hyperthermia
 - Too cold leading to hypothermia

P32.

Recap questions

1.
 - X-ray department in a hospital
 - Mobile health screening unit
2.
 - Staff working long hours
 - Staff not getting adequate breaks
 - Staff not being supervised

P32.

Apply your understanding

1. Different hazards: Biological hazards – urine, faeces and vomit, chemical hazard – medication, biological hazards – exposure to infection
 Avoiding the hazards: Wear gloves and aprons when supporting service users to the toilet and changing dressings; take training in handling medication to do it safely; dispose of clinical waste in a clinical waste bin; wear protective clothing when cleaning up vomit and use wet floor sign and disinfectant.

2.2

P35.

Recap questions

1. MRSA , diarrhoea e.g. norovirus, cold and flu, Covid-19

2. Illness due to infection, injury e.g. due to falls, illness due to exposure to chemicals, time off work so loss of income, poor mental health due to fear of illness and injury
3. Staff may become ill, they will suffer from stress, they might need time off work, they may leave the profession

2.3

P37.

Recap questions

1. Identify risks
2.
 - Violence or aggression
 - Fire
 - Incorrect handling of medication
 - Cleaning chemicals
3.
 - To prevent harm
 - A legal requirement
 - To avoid fines
 - Improve reputation of setting

P40.

Recap questions

1. Mindmap can include:
 - Makes it clear who is responsible for what
 - States when risk assessments must be carried out
 - Has templates for the health and safety records that must be completed
 - States how often health and safety training must be carried out
 - It gives clear protocols for different procedures such as manual handling **OK**
2. Discussions can include:
 - Take the hoist out of use e.g. put a label on it to say not to use it
 - Report the issue to a manager
 - Record on appropriate health and safety paperwork what actions have been taken
 - Use another hoist for the task

P40.

Apply your understanding

1. Take the ECG machine out of use as it could give false readings, report to management
2. Wipe down equipment with disinfectant wipes after each use, check service users are not currently suffering from infectious illnesses before carrying out checks – they may have to come back at another time, thorough cleaning of the unit after each day, workers wear PPE while carrying out tests to avoid passing on any infection

2.4

P44.

Recap questions

1. An accident is where something unexpected and dangerous happens which causes harm (1).
An incident is where something unexpected and dangerous happens which may not have caused harm just due to luck.
2.
 - Regular fire training for staff
 - Evacuation procedures in place including specific policies for people with disabilities
 - Fire zones allocated for larger buildings if appropriate
 - Procedures and backups in place for security of information
 - Clear assembly points and roll calls for evacuations
 - Procedures in place to secure medication if applicable
3.
 - Can cause illness and deaths particularly in vulnerable people
 - Can result in the spread of disease
 - Can result in illness for staff leading to staff being off sick
 - Can result in temporary closure of services

P47.

Recap questions

1. Certain incidents and accidents see page 63 for details of which types of incidents and accidents that need reporting directly to the HSE
2. They might be less likely to understand instructions, they might be likely to panic in an emergency, they might require a helper to guide them to safety and reassure them

P47.

Apply your understanding

1. Follow the setting's procedures for a gas leak:
 - Raise the alarm
 - Contact emergency services and evacuation
 - Switch off all electrical appliance, gas supplies and oxygen tanks
 - Open windows
 - Remove any chemicals from people's clothes and wash eyes with water if applicable

P48.

End of topic 2 Practice Questions

1. Chelsea may suffer from stress and become ill, service users may receive low quality care as Chelsea is distracted and is rushing (2)
2. Two of: urine, faeces, blood, saliva, infections, soiled dressings (2)
3. Health and Safety Executive (HSE) and Care Quality Commission (CQC) (2)
4. Manual handling equipment as many require moving and handling, exposure to infection due to large numbers of people in the same place, exposure to chemicals such as cleaning chemicals or medicines (3).
5. Mark as per quality of the answer. Answers may include the following points (6):
 - Risk assessments identify hazards that could lead to injury
 - Reducing the risk the hazards cause should reduce injury and harm
 - Staff are made aware through risk assessments how to work safely and reduce harm
 - Training teaches staff how to carry out tasks like moving and handling safely
 - Training helps staff understand risk assessments and that it is important to read care plans before carrying out manoeuvres.
 - Overall risk assessments and training help protect residents from harm
 - However, the quality of the training must be good
 - Sometimes, staff ignore training and continue to do things the way they used to because this is the culture of the organisation
 - Staff may not follow risk assessments or training if they are rushed due to inadequate staffing levels

3.2

Recap questions

1. The **Equality Act 2010** protects individuals from discrimination based on 9 characteristics: age, disability, race, sex, gender assignment, marriage and civil partnership, pregnancy and maternity and religion. In health and social care, this means providing fair, respectful treatment, making reasonable adjustments for disabilities, and ensuring services are accessible and inclusive. Staff must not discriminate, harass, or victimise patients or colleagues, and must promote equality in all aspects of care. OK
2. To ensure people with disabilities are not unfairly disadvantaged, it is required by law, it helps remove barriers so that the individual has the same opportunities as others

3.3

P53.

Recap questions

1. ICBs handle NHS planning and funding. ICBs are NHS organisations. ICPs bring partners together to improve overall community health and reduce health inequalities, they also create long term plans and are not NHS organisations. OK
2. Very important as people with learning disabilities and autism are more likely to suffer avoidable deaths. In addition, lack of understanding of the needs of people with learning disabilities and autism has led to misdiagnosis and poor care.
3. To reduce childhood obesity which leads to many health conditions later in life

P53. Apply your understanding

1. They plan and budget for healthcare services; allocate NHS funding and work with local health service providers.
2. Substance misuse services, childhood obesity prevention services, mental health services, integrated family support
3.
 - Campaigns target awareness to specific groups such as campaigns on healthy food targeted at parents.
 - Campaigns help prevent illness
 - They can reduce inequalities between different groups
 - They help engage with the community

3.4

P55.

Recap questions

1. Protect children at risk of harm and stronger safeguarding. Commitment to put the needs of children first (the paramountcy principle), given children the right to be consulted and the right to an advocate to make sure children are heard. It has created the need for agencies to work together (partnership working) to further protect children from harm and created the children's commissioner to protect the rights of children further.
2. LSCBs encourage collaboration between different organisations which work with children, they boards can learn from failures to reduce similar things happening in the future, they encourage regular monitoring of children's safety and wellbeing, they help raise awareness of safeguarding issues so that incidences of abuse are picked up more easily
3. It relates to making decisions about children, the welfare of the child has to be the paramount (most important) consideration.

P55.

Apply your understanding questions

1. It is very important that Kaisha is involved in decisions about her care. Reasons:
 - She has a legal right under the Children Act 2004
 - It will give Kaisha more control over her life protecting her self-esteem
 - Kaisha will be given the opportunity to say what is important to her
 - She will be more able to cope with the difficulties she faces if she is involved in decision making
2. The team need to make decisions based on what is best for Kaisha. This means to make Kaisha's needs paramount. Kaisha's mother wants Kaisha to stay because of her own mental health but it may not be what is best for Kaisha.

3.6

P58.

Recap questions

1. The organisation must be clear what the data is being collected for; health and social care organisations inform individuals of the reasons when they collect the data.
2. Conduct training on maintaining confidentiality; promote the codes of conduct which require confidentiality; use passwords for electronic information; have robust computer systems to prevent breaches of confidentiality.
3. Employers' responsibilities: Produce health and safety policies; carry out risk assessments; ensure workplace is safe; train staff in health and safety; provide protective equipment where relevant; consult with employees on safety matters; ensure first aid arrangements are in place.
Employees' responsibilities: comply with risk assessments; go on health and safety training; use equipment that has been provided correctly; report hazards, accidents and any faulty equipment and commit to behaving sensibly.

P58. Apply your understanding

1. Infection control risk assessment, Moving and handling risk assessment
2. Training: infection control, moving and handling, health and safety
3. Infection from the soiled linen may spread through patients in the hospital, she may suffer injury from not moving the bed safely, she may have disciplinary action taken against her for not complying with the risk assessments

3.7

P60. Recap questions

1. Yes because each different manual handling task will have a separate risk of harm.
2. They identify hazards that could cause harm to individuals, they put actions, procedures or equipment in place to reduce the risk that the hazard will cause harm, they make people aware of the hazards and risk of harm
3. Employers must follow the Manual Handling Operations Regulations 1992 to reduce the risk of injury. Including the following:
 - Design tasks so that they avoid hazardous manual handling where possible
 - Assessing risks when manual handling can't be avoided
 - Reducing risks as much as reasonably possible
 - Providing training and information to employees
 - Ensuring equipment is suitable and maintained

To summarise: employers must prevent injuries by avoiding, assessing, and minimising manual handling risks.

P60. Apply your understanding

1. Luke should not carry out the task because:
 - He does not have the training or experience
 - Faith is not qualified to supervise him
 - There is a risk of harm to both Luke and Frank

2. To make the task safer:

- All staff should do manual handling training before carrying out any manual handling tasks
- The correct equipment should be used as stated in the care plan
- Inexperienced staff should be supervised even if they have had training
- Frank should be consulted and needs to give consent

P62. Recap questions

1. To protect employees or any persons from any substance that could cause harm.
2. The home should send all workers for COSHH training and review all the COSHH files.

3.9

P64.

Apply your understanding

1. Actions of the manager:
 - Record the accident in the accident book
 - Report the accident to the HSE under RIDDOR because the injury led to over 7 days off work
 - Investigate why the wet floor was not cleared up and address any issues this brings up
 - Review accident book for similar incidents
 - Update risk assessments if necessary

P64. Recap questions

1. Employers are responsible for keeping reports and records of:
 - Accidents causing more than 7 days absence
 - Bone fractures
 - Amputations
 - Burns covering more than 10% of the body
 - Outbreaks of infectious disease

They also need to report dangerous occurrences such as:

- Hoists collapsing
- Explosions and fires
- Accidents involving hazardous substances
- Incidents that involve equipment or machinery

These need to be reported to the Health and Safety Executive and settings should also have their own accident books to record other details of incidents which may or may not need to be reported.

2. It helps to:

- Identify hazards, patterns and risks to make improvements to avoid future accidents and incidents
- Encouraging awareness leading to prevention
- Helps to support investigations if they are required as evidence is provided

- Helps to improve safety measures
 - Ensures accountability so that everyone is aware of their role in maintaining a safe environment
3. Because they might pose a serious risk to public health in terms of spread particularly to vulnerable populations

P64.

End of topic practice activity

- (typo: state **one** piece of legislation that relate (relates) to the) Possible answers:
 - The Health and Safety at Work Act 1974
 - Manual Handling Operations Regulations 1992
 - Control of Substances Hazardous to Health 2002 (1)
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- One of the following (1):
 - There are nine protected characteristics
 - If organisations discriminate against people because of these characteristics, they will be prosecuted
 - It protects against discrimination on the basis of goods and services
 - It protects against unfair treatment, harassment and victimisation
- One of the following (1):
 - Health and Safety at Work Act because Jake is asked to move a heavy box
 - Equality Act because reasonable adjustments have not been put in place to overcome Maya's disabilities
 - Data Protection Act 2018 because another customer can read another's patient's private information
- It makes the pharmacy responsible for assessing risks, it also makes the employees responsible for their own and others' health and safety, it ensures that the pharmacy is policies and procedures relating to health and safety (3).
- (9)

Act	Justification
The Equality Act	<p>Its important to Maya because she uses a wheelchair and struggles with access.</p> <p>The pharmacy has a legal duty to make reasonable adjustments. Reasonable adjustments would make it easier for people like Maya to access the pharmacy so she would have equal opportunities to those without disabilities.</p>
The Data Protection Act	<p>Customers at the pharmacy have a right to privacy of information under the act.</p> <p>If other customers got hold of a person's private information the individual could be at risk such as from burglary due to someone finding out their address.</p> <p>Maya has seen someone else's information which does not directly impact on her but it will reduce her trust in the service as she worries about her own information.</p>

	The Data Protection Act should make the pharmacy aware of how important confidentiality is and how to protect information.
The Health and Safety at Work Act	<p>The layout of the pharmacy does not suit people with disabilities such as Maya so she is more likely to have an accident.</p> <p>The pharmacy does not protect its staff from harm as it requires them to carry out tasks that are potentially harmful.</p> <p>The act creates a legal duty to protect the health and safety of its workers and customers.</p>

4.1

P67.

Recap questions

1. Providing personalised care plans, carrying out holistic assessments, improving accessibility to services and taking account of different cultural preferences
2. Gives the person control over their care; promotes trust in services; makes them feel valued; has positive effect on mental health.
3. The bedroom is the service user's personal space; knocking first respects their privacy.

P69.

Recap questions

1. It makes the individual feel valued; makes them feel respected; it improves self-esteem; promotes trust in the service; makes it more likely they will open up about concerns. **OK**
2. Call people by their preferred name; give them full attention when speaking to them; take into account cultural preferences; treat people fairly; ensure all groups are included. **OK**

P70.

Apply your understanding

1. Call them both by their preferred name and pronouns. Avoid making judgements. Listen to them.
2. The setting could have a different way in to the way out so different customers do not encounter each other. There could be a private room available for the customers to talk to the staff. If information is held about customers, it should be on a password protected computer or locked in a filing cabinet.

4.2

P73.

Recap questions

1. Using short sentences and simple words, or using pictures or Makaton for people with dementia or learning disabilities. Using leaflets to communicate to help aid understanding. Using open ended questions to encourage people to talk where appropriate for example in homeless shelters.
2. Having the strength to stand up for what is right even if others disagree; telling people what they need to know rather than what they want to be told.

3. Treating people as individuals; treating people with respect and dignity; prioritising wellbeing.
4. Give them time to process the information; listen calmly; offer reassurance; use different approaches to reduce anxiety; talk to service users about their concerns; explain the meaning of any results; be non-judgemental; spend time with people when they are going through difficult times with empathy; give practical support.

P73.

Apply your understanding

1.
 - Care – the hospital staff can show care by meeting his medical and social care needs.
 - Compassion – the staff can show empathy and kindness to Mr Harris in the way they greet him and listen to him.
 - Competence – the staff should have the skills and knowledge to be able to look after Mr Harris properly including looking after his medical needs, his social care needs and be able to communicate with him effectively.
 - Communication – the hospital staff should be able to communicate effectively with Mr Harris by adapting their communication methods and by taking time to understand him and to make sure that he understands them.
 - Courage – Concerns Mr Harris has about being admitted need to be communicated to the people who are making decisions about his treatment. Standing up for Mr Harris's right to be cared for at home may need courage from junior staff at the hospital.
 - Commitment – the staff need to be committed to delivering person centred care which should take account of his needs and preferences. Finding a solution which meets Mr Harris's wishes even though it is not the normal way of doing things shows commitment.

4.3

P75.

Recap questions

1. They have overall responsibility for safeguarding in the setting, people report concerns about abuse or neglect to the safeguarding lead, provide guidance to staff on abuse and neglect, make sure safeguarding procedures are up to date and being followed. OK
2. Protects individuals from: accidents, illness, abuse, neglect and exploitation. It defines everybody's responsibilities in relation to safeguarding. It states how actual or suspected abuse should be reported. It states what training staff should have and how frequently. It dictates how to recruit staff safely.

This is important to protect people from harm and it is a legal requirement as per the Health and Care Act 2022.

P77.

Recap questions

- 1.

- Children may not recognise abuse or be able to speak up for themselves, may be weaker than the abuser, they are dependent on their caregivers.
- Older adults may be physically frail or dependent on others for care; they may have cognitive impairments; they might be less likely to be believed.
- People with disabilities may face communication barriers or rely on others for daily needs; they might be unable to protect themselves physically.
- Those with mental health issues may be more vulnerable to exploitation or neglect; they might lack the confidence to stand up for themselves and may be more likely to be isolated.
- People in care settings may be isolated or dependent on carers, making it harder to report concerns.
- People with sensory impairments might be dependent on others and communication could be harder for them.

P79.

Recap questions

1. Mindmap can include:
 - Mental health difficulties such as depression and anxiety
 - Nightmares and flashbacks
 - Anxiety causing difficulties in day to day life
 - Low self-esteem
 - Blame themselves for the abuse and may experience shame or guilt

P81.

Recap questions

1.
 - Follow reporting procedures: report to the Designated Safeguarding Lead; create a written record
 - Provide support and comfort for the individual and let them know you are taking action but you will support them
 - Try not to judge: use supportive body language and ensure the person feels listened to
 - Maintain confidentiality: only pass on information that is required for the case
 - Protect yourself
 - See if they need medical attention, and if so, arrange it.

P81.

Apply your understanding

1. The social worker should:

- Sensitively discuss the situation with Tom
- Record the conversation with Tom and the neighbour accurately
- Do a mental capacity check to see if Tom has the capacity to make decisions about his care
- Contact other health and social care professionals who might have some information about how Tom is coping
- If the social worker feels that Tom is being abused, they should refer to the safeguarding team

4.4

P83.

1.
 - Their service users will have better health and care outcomes; the setting will improve its reputation; practitioners are more likely to have better job satisfaction and less likely to leave their profession; service users will have more positive experiences and improved feedback.
 - Workers can discuss difficulties about best practice so that issues can be resolved. Mentoring provides support from more experienced staff to less experienced staff so that they are able to learn and gain new skills.

P88.

End of topic practice activity

1. Two of: Use preferred names and pronouns, respect personal space, support independence, listen actively, maintain confidentiality, take account of cultural beliefs and preferences, provide covering when carrying out personal care, do not patronise them, talk to them as an equal, protect from abuse and neglect (2).
2. Two of: provide access to life skills training, give support to access education and employment, involve the individual in the development of their care plan, encourage them to make their own decisions, build confidence, respect their wishes, help them connect to community resources, support mental and physical health (2).
3. Courage (1)
4. Three of (3):
 - They may be socially isolated so will not have support
 - Dependence on others for care so they may fear reporting abuse
 - They may not be believed
 - They may struggle to communicate
 - They may not realise they are being abused
 - They may lack confidence to report abuse or challenge the treatment they are getting
 - They may not understand their rights
5. Two of (2):
 - Provide regular training and development opportunities
 - Have clear policies and procedures
 - Provide appropriate supervision and mentoring
 - Have regular team meetings
 - Carry out performance reviews and appraisals
 - Have an open communication culture

- Carry out quality checks
- Recognise good practice
- Involve them in decision making

6 and 7 (Identify and explain **two** of the methods in the table below)

Method (question 6) (2 marks)	Reason (question 7) (3 marks)
Provide training in dignity and safeguarding	Helps staff understand the best way to support people and maintain their dignity
Have clear policies and procedures on how to assist with toileting	Makes it clear what is expected
Supervise new staff	Identifies issues early and corrects them
Have regular team meetings	Allows staff to share good practice and reflect on incidents
Have an open reporting culture	Empowers staff to speak up if they have concerns.