

City & Guilds Level 2 Health and Social Care: Core

Learning Materials – Case Study
Children and Young People – Lily

February 2024



UPDATE FEBRUARY 2024

Case Study Learning Materials

Case Study - Lily

Unit 002 and 005

Updated February 2024:

This case study and associated test papers are no longer part of the assessment criteria for the 8040-02 Health and Social Care: Core qualification.

These materials have been provided to support centres and candidates for formative assessment and revision purposes only.

For the most up to date information on the Health and Social Care: Core qualification and January 2024 assessment strategy update please visit: [\[Update\]](#) [Changes to Level 2 HSCCC Core assessments | Health and Care Learning Wales](#).

This booklet contains the case study **only**.

For associated test papers please download:

Case Study Question Set A Children and Young People – Lily

Case Study Question Set B Children and Young People – Lily

Case Study Question Set C Children and Young People – Lily

Case Study – Lily

You are going to read a case study about Lily, who has a condition called Tourette Syndrome (also referred to as Tourette's) and is in short term foster care.

The people who you will read about as part of this case study are:

Lily	The child who is in short term foster care.
Bethan	A support worker at the fostering organisation.
James and Anna	Lily's foster parents.

This case study is not based on a real organisation or individuals.

Bethan has been employed by a fostering organisation as a support worker for the last 12 months. She works with children and young people engaging them in leisure activities within their community. Her main role is to support them to develop positive relationships and develop a sense of trust and safety. Bethan is very enthusiastic and committed to her role and wants to do the best she can. She enjoyed her All Wales Induction Framework (AWIF), which helped her to understand the standards, values, behaviours, legal requirements, safeguarding and Codes of Conduct and Professional Practice expected of her.

One of the children Bethan works with is Lily. Lily is eight and in short-term foster care. Lily's preferred language is Welsh, and she usually lives with her mum, who has recently had a mental health crisis and is staying in a mental health unit. Lily has regular contact with her mum and is having appropriate support to understand her mum's mental health crisis. Bethan's first language is not Welsh, but she is learning and uses the Welsh words that she knows during their conversations. Lily lives with a condition called Tourette Syndrome. She has physical signs that involve blinking repeatedly and makes unexpected sounds. Lily is pleased to be attending the same school. The school reports that recently Lily has become less engaged in school life and the signs of her Tourette's have increased.

Bethan works closely with Lily's foster carers, Anna and James, and other relevant professionals, such as the supervising social worker and health professionals. Lily has actively participated in the development of her personal plan, which is based on her needs, interests and preferences. The plan describes how Lily has always enjoyed swimming and likes to go regularly. One of Bethan's tasks is to take Lily swimming every week as well as to encourage Lily to access a local café after the activity. This is to help Lily develop confidence and deal with potentially difficult social situations. The plan states that Lily wants to be asked about how to respond in situations where she feels uncomfortable.

In line with the personal plan, Bethan picks up Lily from school and they go to the leisure centre for the weekly swim. Bethan and Lily have separate changing cubicles side by side so that Bethan is close by in case Lily wants help. In the pool there is lots of noise and a wave machine. Bethan and Lily enjoy themselves. Bethan sees Lily laughing and splashing in the pool and playing with other children.

After the swim and once they are both dressed, Bethan assumes that Lily will enjoy a drink and snack in the café as usual. In the café it is very busy and two unaccompanied children stare at Lily, mimicking her. Bethan feels angry and upset at this behaviour and wants to protect Lily from the hurt. She knows that if she ignores their behaviour, she will be accepting it. She remembers her induction and thinks about her duty of care and safeguarding responsibilities towards Lily.

At that moment the children's father walks back into the café to join his children. Bethan goes and speaks to him about the children's behaviour and asks for it to stop. He is embarrassed and apologises to Bethan. He then tells his children to apologise to Lily. The children say sorry to Lily and by now, there are lots of people watching them. Lily feels embarrassed and upset. On the journey home, Bethan tries to speak to Lily, but Lily does not speak to her. When they arrive, Bethan tells Anna and James what happened in the café. On returning to the office Bethan records the facts in Lily's file notes and she stores them on the organisation's ICT system making sure they are secure.

James phones Bethan later and explains that Lily said she wasn't asked if she wanted to go to the café after swimming. She also said that she didn't want Bethan to speak to the parent in the café. James informed Bethan that he had explained to Lily that she has a right to make a complaint about not being consulted. He also asked Lily if she wanted to speak to an independent advocate. Lily had said no to both of his suggestions.

Bethan responds by apologising for any upset she caused and respects that James has a duty of care to Lily. However, she felt that she was right to challenge the incident in the café. She tells James that she will discuss this with her supervisor. She adds the conversation with James to Lily's notes.

Following the phone call with James, Bethan arranges to meet with her supervisor. The supervisor encourages Bethan to reflect on her practice to think about what happened and how it made Lily and her feel. Bethan talks about her belief that Lily has the right to feel an included part of society wherever she goes. She remembers how she felt as a young child when she experienced hurtful reactions to her stammer. Her supervisor encourages Bethan to reflect about how her own experiences impacted on how she reacted.

The supervisor reminds Bethan that there is information in the personal plan about how to deal with these types of situations. Bethan says she can't remember seeing it in the plan and wonders if she read the plan properly.

They discuss that workers have power and how that can be used sensitively to meet the needs of children and young people. Bethan's supervisor asks her how she might do things differently with a similar situation in the future.

Bethan's appraisal is due soon. Prior to this Bethan agrees to read Lily's personal plan to be sure she fully understands what to do in similar situations to support Lily to have a voice. They also agree that Bethan will research power and control in relation to supporting children and young people. Her appraisal will identify other potential learning opportunities, such as mentoring, shadowing and training.

It is agreed that Bethan will share information about the incident in the café at the next multi-agency team meeting to review progress on Lily's personal plan.