

City & Guilds Level 2 Health and Social Care: Core Qualification

Learning Materials – Mark Scheme
Adult

February 2024



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UPDATE FEBRUARY 2024

Learning Materials – Mark Scheme

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 and mark scheme **only**.

For associated test papers please download:

| | | |
|-------------|-------------------------|-------------------|
| Audrey | Question Set A, B and C | Units 001 and 003 |
| George | Question Set A, B and C | Units 001 and 003 |
| Alwyn | Question Set A, B and C | Units 001 and 005 |
| Letty | Question Set A, B and C | Units 001 and 005 |
| South Lodge | Question Set A, B and C | Units 001 and 006 |
| Mair | Question Set A, B and C | Units 001 and 006 |

Case Study – Audrey

You are going to read a case study about Harbour House, which is a residential care home.

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

| | |
|---------------------|---|
| Audrey | An individual at Harbour House. |
| Sandra | A care and support worker at Harbour House. |
| Kelly | The activities co-ordinator at Harbour House. |
| Sandra's Manager | Manager at Harbour House. |

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

Harbour House is an established residential care home which has a dementia care unit. Harbour House aims to offer person centred care that meets individual's needs. The staff are trained to support individuals with varying symptoms of dementia, such as memory loss and speech and language difficulties. The home promotes the independence of individuals to help them live well with dementia for as long as possible. It is currently working with several local organisations to create a 'dementia friendly community'.

Audrey is 82 years old and has been diagnosed with dementia. She was supported by family to live in her own home for many years but the pressure of caring for Audrey became too great for them and with the support of an independent advocate she decided to move to Harbour House.

When she was at home, Audrey was using her walking frame to move about. Since she has moved into the home Audrey has been forgetting to use her walking frame and she is staying in her room for most of the time. She has begun to put on weight and because she is not using her walking frame, she often doesn't manage to get to the toilet in time.

Audrey is also showing signs of depression and is using less verbal communication than when she lived at home. For example, there can be difficulty communicating with Audrey about meal choices. When staff tell her what the choices are, she says yes to everything offered. She has also been using the 'thumbs up' gesture to consent to personal care although she often doesn't seem very interested. When staff are supporting her with washing, she often stops halfway through, which indicates she has had enough.

Sandra is an experienced care and support worker who is concerned about Audrey's well-being.

She has begun trying to help Audrey regain some of her independence whilst she is supporting her with her personal care. For example, she reminds her to go to the toilet at regular intervals during the day and to use her walking frame as much as possible. Sandra has also noticed that Audrey refuses help when offered support to go to the toilet by male care and support workers, and this can increase her continence issues.

To encourage her to come out of her room and mix with others again, Sandra decides to find out what pastimes and hobbies Audrey may enjoy. Audrey starts to talk about how she used to like flower arranging especially for the local church, and how she worked in the garden with her late husband.

Sandra asks Kelly, the activities coordinator, to go and talk to her and Audrey about what activities could be set up that Audrey may enjoy. She seems interested in the idea of growing some flowers in the greenhouse that could be brought into the home to brighten it up. Kelly suggests they could go on a weekly walk around the garden to pick flowers so Audrey can arrange them. The activities start the following week.

Sandra also discusses her concerns about the deterioration in Audrey's health with the care home manager, as well as how she is trying to support her mental and physical well-being. The manager arranges for a health review with Audrey's GP.

The GP visits Audrey and, as part of the health review, he diagnoses her with depression and prescribes medication. On some days Audrey agrees to take the medication and on other days refuses and thinks she is being poisoned. The manager decided to arrange a mental capacity assessment with Audrey, involving her family, a social worker and the GP. The outcome of this assessment was that Audrey did not have capacity to make a decision about her medication. It was decided that to take the medication was in Audrey's best interest and that workers at Harbour House would continue to encourage her take it and review the situation. However, several days later Audrey is becoming increasingly reluctant to take the medication. Sandra suggests to the manager that the pills could be crushed and placed inside Audrey's drink so she wouldn't know she was taking them.

The manager is concerned by this suggestion and explains the possible consequences this action might have.. She refers Sandra to the home's policies and procedures, as well as the code of conduct and duty of care. She also talks to Sandra about other training that would be useful to help her understand why her idea was a safeguarding issue.

Question Set A Mark Scheme – Audrey

| Mark Scheme – Audrey Question Set A | | |
|-------------------------------------|--|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 003: Health and well-being (Adults) | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each benefit given up to a maximum of 4 marks. Marks can be achieved from providing either a mix of emotional or social benefits; or maximum marks may be achieved by just providing either 4 acceptable emotional or 4 acceptable social benefits.</p> <p>Social:</p> <ul style="list-style-type: none"> ○ can make new friends in the setting ○ interacts with other residents and staff ○ gets to know people better ○ strengthened relationships/trust with staff <p>Emotional:</p> <ul style="list-style-type: none"> ○ may feel valued/included ○ builds Audrey's confidence ○ gains a sense of purpose – (e.g. using existing skills such as gardening) ○ dignity/ self-worth in being able to achieve something ○ may feel less depressed/ calmer/ happier <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |
| 2. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> ● Weight gain ● Reduced mobility ● Incontinence ● Social isolation ● Depression ● Loss of independence ● Loss of confidence/low self-esteem ● Loss of skills ● Loss of communication <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| 3. | <p>Award 1 mark for each action given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To get the correct medical treatment i.e. GP support • To get the correct care from the setting • To check any underlying causes for changes (e.g. infection) • To prevent further decline • It is Sandra's duty of care <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 4. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Prevents incontinence • Promotes independence • Prevents distress/embarrassment • Offers choice on when to visit • Promotes active participation • Sets up routine/stimulates memory <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 5. | <p>Award 1 mark for each consequence given up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • Result in complaints from Audrey's family • Lead to investigation/legal action • Lead to disciplinary action for the workers • Lead to safeguarding concerns being raised • Can negatively affect inspection ratings • Damage Harbour House's reputation <p>Do not accept training needs/policies and procedures (<i>because this is given in the case study</i>)</p> <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 6. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of considerations. The response does not specifically link any identified considerations with how they are used to support communication with Audrey.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of relevant considerations. The response</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <p>attempts to link some of the considerations identified with how they are used to support communication with Audrey.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of a range of considerations. The response links the identified considerations with how they are used to support effective communication with Audrey.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of a wide range of considerations. The response clearly links the identified considerations with how they are used to support effective communication with Audrey.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Use of communication aids (e.g. visual aids) • Distractions in the environment (e.g. noise, too many people) • Too many signs causing sensory overload • Audrey's capacity to understand language • Personalising communication (e.g. time of day, language preference, venue) • Audrey's mood, difficult to process language • Use of simple language • Impact/side effects of medication • Ability to retain information | |
| 7. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Promote more understanding of dementia from people in the community • Promote inclusion/enables wider access to activities and facilities/ not just restricted to Harbour House • Improve physical environment in the wider community (e.g. better signs, removing obstacles, improved transport) • Individuals are supported to contribute to their community/communities | 2 marks |
| 8. | <p>Award 1 mark for each point given up to a maximum of 3 marks. Answers may come from either voice and control or co-production. Maximum marks can come from one principle.</p> <p>Co-production</p> <ul style="list-style-type: none"> ○ Planning activities (e.g. Working and Sandra and Kelly) ○ Doing activities together (e.g. walk in garden, growing flowers, arranging flowers) ○ Involving independent advocate looking at options (e.g. when too much pressure on family) | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <p>Voice and control</p> <ul style="list-style-type: none"> ○ What matters to Audrey (e.g. Talking with Audrey about past interests) ○ Offering choice (e.g. meals and activities) ○ Use of independent advocate (e.g. Deciding to move to Harbour House) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 9. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> ● Multi-agency ● Prevention and Early intervention ● Wellbeing | 2 marks |
| 10. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> ● To meet Audrey's individual needs (e.g. to come out of her room) ● To create a person centred care and support plan (e.g. looking for familiar ways of doing things) ● To uphold Audrey's culture, values and beliefs (e.g. church, gardening) ● To understand what upsets her/what she dislikes (e.g. support of male carer and support workers) ● To promote Audrey's independence (e.g. finding out what she can do) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 11. | <p>Award 1 mark for each assessment given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> ● Hearing test (e.g. does she have hearing aids) ● Sight test (e.g. does she need/wear glasses) ● Dental check (e.g. does she wear/need dentures) ● Assessments carried out by the Speech and Language Therapy assessment team <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| | Total unit 001: 10 marks, unit 003: 20 marks | 30 marks |

Question Set B Mark Scheme – Audrey

| Mark Scheme – Audrey Question Set B | | |
|-------------------------------------|---|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 003: Health and well-being (Adults) | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Increase in dexterity/co-ordination • Increase in mobility • Reduced risk of falls • Maintain/lose weight • Regular bowel movements • Getting fresh air • Improve levels of fitness (e.g. blood pressure, strengthened muscles) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 2. | <p>Award 1 mark for each point given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Supports communication with workers/others • Encourages creativity • Encourages collaboration with others • Increases social contact • Connects to what's important to Audrey • May have a calming impact • May trigger positive memories • Maintains existing skills (e.g. hand-eye coordination) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |
| 3. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To communicate facts about Audrey's well-being to the rest of the team • To evidence the observed changes in Audrey's behaviour • To raise concerns • To identify patterns of behaviour • To adapt support to meet Audrey's change in needs. | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • It's Sandra's duty of care. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 4. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Would be classed as physical abuse • May cause Audrey to feel disempowered / lack of consent • Loss of Audrey's control due to misuse of power • Takes away from Audrey's dignity/lack of respect <p>Do not accept</p> <ul style="list-style-type: none"> • Answers that are service related, such as duty of care (<i>because the question is focussed on the link between safeguarding on and Audrey's well-being</i>) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 5. | <p>Award 1 mark for any action given up to a maximum of 1 mark.</p> <ul style="list-style-type: none"> • Arrange for a female care and support worker to assist • Record in the personal plan the preference for female care and support workers to assist with the use of the toilet • Make sure all workers are aware of this preference <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 1 mark |
| 6. | <p>Award 1 mark for any approach given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Make use of communication aids (e.g. pictorial menu) • Use simple language • Prepare/manage the environment, reduce noise • Use/be aware of body language (e.g. face Audrey) • Use basic sign language/Makaton (e.g. thumbs ups) • Give information in manageable/bite sized amounts • Follow any language preferences in Audrey's personal plan <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 7. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of the effects of dementia. The response does</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <p>not specifically identify or make any link to the effects of dementia with the move.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of the effects of dementia. The response may attempt some links of the effects of dementia with the move.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of the effects of dementia. The response has clear links between the effects of dementia with the move and with some reference to the impact on Audrey.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of the effects of dementia. The response clearly links effects of dementia to the move and the impact on Audrey.</p> <p>Answers are likely to include</p> <ul style="list-style-type: none"> • Having people she doesn't recognise/lots of people at different parts of the day • Difficulty understanding time of day/routines • Difficulty understanding why she is there/ how did she get here • Not being able to locate own possessions • Wondering where her family is / missing her family • Loss of independence/ lack of stimulation • Not being able to /having difficulty finding her way around the home • Feeling overwhelmed • Increased memory difficulties | |
| 8. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Decision to move into Harbour House - involving independent advocate, family • Health assessment /mental health review by GP – arranged by Manager to address deterioration • Mental capacity assessment – for medication with social worker, GP and family and Manager <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 8. | <p>Award 1 mark for any reason given up to a maximum of 1 mark.</p> | 1 mark |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <ul style="list-style-type: none"> • To ensure sharing of information to achieve the best outcome • To share best practice across services • To allow for different points of view to be considered • To safeguard/uphold the rights of individuals <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 9. | <p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Co-production • Well-being • Prevention and Early intervention • Voice and Control | 2 marks |
| 10. | <p>Award 1 mark for each consequence given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • No upholding of Human rights/ not promoting rights based approach • May cause distress to Audrey • Safeguarding issue (e.g. abuse) • Not promoting independence • Not following person centred approach • Lack of dignity and respect <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 11. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Read the personal plan • Talk to Audrey • Talk to Audrey's family • Try out different techniques (e.g. books, hand gestures) • Observe non-verbal communication • Notice Audrey's response and what she says <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| | Total unit 001: 10 marks, unit 003: 20 marks | 30 marks |

Question Set C Mark Scheme – Audrey

| | | |
|--|--|--|
| Mark Scheme – Audrey Question Set C | | |
| | Unit 001: Principles and values of health and social care (Adults) Unit 003: Health and well-being (Adults) | |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| 1. | <p>Award 1 mark for each factor given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Reduced mobility • Lack of communication around menu choices • Might not know she is full • Depressed/ eating more for comfort <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 2. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To uphold individual’s rights under the mental capacity act • To find out whether she understood what the medication was for • To make an informed choice • To make sure appropriate support has been given / done everything they can • To make sure she has an opportunity to take the medication that may help her well-being <p>Do not accept</p> <ul style="list-style-type: none"> • To make sure she takes the medication (because the purpose of the assessment is to ascertain her capacity to refuse/ or say no) • Duty of care (because the purpose of the assessment is focused on Audrey’s well-being) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 3. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of how the ways individuals are supported impacts on how they feel about themselves. The response does not specifically link this with Audrey’s situation.</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <p>Award 2 marks for a basic response which shows some knowledge and understanding of how the ways individuals are supported impacts on how they feel about themselves. The response makes some links between Sandra's actions and the effects these may have on Audrey.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of how the ways individuals are supported impact on how they feel about themselves. The response provides some links on how Sandra's action have impacted on Audrey.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of how the ways individuals are supported impact on how they feel about themselves. The response provides clear examples and/or explanation on how Sandra's actions have impacted on Audrey.</p> <p>Answers are likely to include</p> <ul style="list-style-type: none"> • Effects – she may feel <ul style="list-style-type: none"> ○ valued ○ cared for ○ respected ○ safer ○ more confident ○ listened to ○ less alone ○ happier • Sandra's actions <ul style="list-style-type: none"> ○ found time to spend with Audrey ○ shown an interest in getting to know Audrey better/ asking about interests ○ trying to help her with personal care (e.g reminding her to go to the toilet) ○ providing person centred approach (e.g. looking at ways to help physical and mental well-being) ○ taken action (e.g. arranged garden walks) | |
| 4. | <p>Award 1 mark for each consequence given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Audrey might feel concerned/paranoid about other aspects of her care • Refuse to take any other future medication • Refuse to eat or drink anything • Damage Audrey/families trust in Harbour House. | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <ul style="list-style-type: none"> • Increase her depression <p>Do not accept</p> <ul style="list-style-type: none"> • Answers that are service related such as duty of care (because question is focused on the link between safeguarding on Audrey's well-being) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 5. | <p>Award 1 mark for each consequence given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Distress/agitation/ changes in behaviour • Anger from Audrey/family on service failure • She may feel embarrassed to ask for help • Not drinking enough fluids/ eat enough – to stop her needing the toilet • Increase in health issues (e.g. UTI, pressure sores) • Cause further isolation (e.g. staying in her room, failure to see signs) • Breakdown of continence routine <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 6. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Use picture menus /electronic tablets • Use 'showing plate' /examples of options • Let Audrey write choices down • Consider time of day when asking Audrey • Allow more time for Audrey to respond/think about her choices • Use/be aware body language /gestures. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 7. | <p>Award 1 mark for each effect given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Effects of stress on the family (e.g. lack of sleep, health problems) • Restrictions on their life (e.g. not being able to go away/ having to regularly) • Financial impacts e.g. additional costs for caring for Audrey /reduction on work hours | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Unequal family work life balance • Possible conflict in the family (e.g. over responsibilities, money) • Grief, loss of the person they knew/Audrey has changed • Feeling guilty not able to meet Audrey's needs. • Fear about losing control of the situation /letting professionals be involved • Risk of challenging behaviour/getting injured <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 8. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Finding out what matters to Audrey / her preferences / (e.g. talking about past times and hobbies/ getting activity coordinator to talk to Audrey) • Inclusion in meaningful activities (e.g. the flower arranging) • Offering choice (e.g. meal choices) • Helping regain independence (e.g. personal care /toilet) • Promoting dignity and respect (e.g. gender support preferences) • Communicating in preferred ways (e.g. gestures) | 3 marks |
| 9. | <p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Co-production • Multi-agency • Prevention and Early intervention • Voice and Control | 2 marks |
| 10. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To demonstrate respect • To promote Audrey's human rights/rights based approach • To promote voice and control • To prevent misunderstandings /Assuming consent • To prevent abuse • To promote independence • To person centred approach. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 11. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> | 2 marks |

| Question | Answer guide | Maximum marks |
|----------|---|-----------------|
| | <ul style="list-style-type: none"> • Using simple language. • Choose the best time of day/ develop routines • Use open body language • Use non-verbal communication (e.g. gestures, signs) • Write things down for Audrey (e.g. things to remember, events) • Use tone of voice (e.g. softer, calmer) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| | Total unit 001: 10 marks, unit 003: 20 marks | 30 marks |

Case Study – George

You are going to read a case study about George, an individual receiving care from Penfro Care, a domiciliary care agency.

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

| | |
|---------|--|
| George | An individual receiving care from Penfro Care. |
| Gwyneth | George's wife. |
| Evan | George's son. |
| Louise | A care and support worker at Penfro Care. |

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

Penfro Care is a domiciliary care agency providing personal care and support for individuals with complex care needs living in their own homes. The care and support workers are allocated specific individuals to support, which enables them to build up a good working relationship with each individual.

George is 59 years old and used to be a designer in Formula One racing. He has had MS (Multiple Sclerosis) for ten years and uses a wheelchair in order to get around. He has limited use of his upper body and can use his arms and hands for many tasks but some activities, such as writing, are difficult. A physiotherapist visits him once a week. His MS does not currently affect his speech.

In addition to his MS, George has recently been diagnosed with early onset dementia. The dementia has affected his behaviour and how he interacts with others as he can sometimes misunderstand things. During the last 10 years he has been supported at home by his wife Gwyneth and his son Evan, who is studying design and technology at a local college. As his condition has progressed, his family has been providing personal care and mobility support. They have supported George to attend his activities in the community, such as visiting friends and attending a photography group once a week. They have enjoyed taking him to different places so he can take photographs.

Since the diagnosis of dementia, they are finding it difficult to cope with the changes that are happening to George. He has lost interest in his photography and doesn't meet with his friends anymore. He is less active, spending most of his time watching TV. This is causing concern as the family feel they are no longer meeting his needs. He has learned to live with the MS, but dementia has made his situation more complicated. As a result, he has outbursts of anger, which has resulted in him being physically challenging towards Gwyneth when she is supporting him to get up and dressed.

George agrees with his family that they would benefit from external support. Gwyneth contacts Penfro Care for help. Penfro Care work with George, Gwyneth and Evan to agree a care package that identifies George's individual care and support needs. He agrees to receive personal care and mobility support. They ask George what support he would like to enable him to live well with his dementia and manage his physical well-being. He talks about his interests, such as the Formula One racing and technology. He asks if he can attend his photography group again and perhaps meet up with his friends on a regular basis. It is agreed

that a team trained in dementia care will support him to achieve his goals, and they agree a personal plan.

Louise is a care and support worker who has worked for many years as part of the team at Penfro Care and has specialised in dementia care. When providing personal care for George, she uses a ceiling hoist, shower chair and wheelchair. When carrying out these tasks, she always checks with George what his preferences are, for example, offering him a choice of what to wear.

On the recommendation of the physiotherapist, Louise supports George to stand for one hour a day by using specialist equipment. This is to reduce the risk of pressure sores. Louise is also keen to engage him in activities that will stimulate and interest him and promote his emotional well-being. Louise takes the time to talk to George more about his career in Formula One and they look at photos of this together. They agree to do a project based on photos from his career. Louise suggests the use of a computer so the photographs and any text can be moved around electronically. They discuss the possibility of adding music and sound and ask Evan to help with this.

George agrees that Louise can ask his family about his working life. She arranges with them to put photos onto the computer for her to access with George. They tell Louise that George used to be quite active on social media with his friends and other racing car fans.

Louise plans the activity for the following week and George is enthusiastic. When she arrives, he is eager to start the activity and completes his personal care tasks without displaying any signs of challenging behaviour. George is engaged in the project and at the end of the session, they post some of their work on social media. Over the next few days George enjoys talking to Louise and his family about the positive comments he is getting from his friends and other racing car fans about the post. He decides to email his friends who live nearby to arrange a get together.

George's behaviour begins to change as he regains interest in what he used to enjoy.

Question Set A Mark Scheme – George

| | | |
|---|--|--|
| Mark Scheme –George Question Set A | | |
| | Unit 001: Principles and values of health and social care (Adults) Unit 003: Health and well-being (Adults) | |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| 1. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Helps George feel more physically able/ feel more positive about his body • Doing exercise /endorphins/ might make George feel better • Gives a change of view (e.g. not in his wheelchair) • Helps George feel like he is making progress/ feel hopeful (e.g. might be able to stand for longer) • Gives George pride in showing his family. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 2. | <p>Award 1 mark for each impact given up to a maximum of 3 marks</p> <ul style="list-style-type: none"> • Pressure sores • Loss of muscle tone /strength • Put on weight • Digestion problems (e.g. constipation) • Joint stiffness • Make the MS worse <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 3. | <p>Award 1 mark for each example given up to a maximum of 4 marks</p> <ul style="list-style-type: none"> • Re-engages with social media • Reconnects with people with the same interests/friends • Using existing interests/skills in technology • Asks to go back to his photography group • Louise has been person centred / focussing on George's interests and history • Arranges a get together with friends • Works with Louise on the racing project | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Talks about the past/reminiscing <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 4. | <p>Award 1 mark for each point given up to a maximum of 3 marks</p> <ul style="list-style-type: none"> • Loss of memory (e.g. family plans) • Difficulty understanding/processing what people are saying • Difficulty communicating/expressing himself • Difficulty naming things/ finding the right word • Visual perception (e.g. finding his way around his home) • Time orientation (e.g. knowing what day/time it is) • Not recognising people e.g. visitors to the house • Changes in emotions/personality (e.g. extrovert behaviour) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 5. | <p>Award 1 mark for each given up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • Keep calm • Use appropriate language/don't confront • Use a low tone of voice/ don't shout/ raise voice • Use open body language (e.g. don't fold arms) • Acknowledge George's feelings/ Show empathy • Stop the task/give him some space • Offer a distraction <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 6. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of the impacts. The response does not specifically make any links with George's family.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of impacts. The response attempts to link some of the impact with George's family.</p> <p>Award 3 marks for a good response which shows knowledge and understanding impacts. The response makes some links between the impacts and the effect/s on George's family.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of impacts.</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <p>The response clearly links the identified impacts with the effect/s on George's family.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Loss of control • Seeing the changes/deterioration in George • Loss of George as person/ loss of dad/loss of husband • Worry about his behaviour/George could cause harm • Social isolation (e.g. friends may stop visiting, they may feel embarrassed to have visitors) • Negatively affect Evan's ability/ time to study • Affect their well-being (e.g. tiredness, stress, lack of a break from caring) • <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 7. | <p>Award 1 mark for each reason given up to a maximum of 2 marks</p> <ul style="list-style-type: none"> • To promote George's dignity/respect • To be person centred • To empower George /to promote choice • To avoid confusion/conflict • To uphold George's rights <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 8. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • The family working with the care agency (e.g. arranging the care package) • The family working with Louise (e.g. putting the photos on the computer) • The physiotherapist attending to George to assist with his mobility • Gwyneth, George and Evan agreeing they need support • Louise and George's working on the racing project • Louise following physiotherapists guidance on supporting George to stand for an hour a day <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|-----------------|
| 9. | <p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Multi-agency working • Prevention and Early intervention • Voice and Control • Well-being | 2 marks |
| 10. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Not upholding Human rights/ not promoting rights based approach • May cause distress to George • Safeguarding issue (e.g. abuse) • Not promoting independence • Not following person centred approach • Lack of dignity and respect <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 11. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Read through the personal plan • Speak to manager/ person who did initial assessment • Speak to their colleagues • Speak to the family/carer • Ask the individual <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| | Total unit 001: 10 marks, unit 003: 20 marks | 30 marks |

Question Set B Mark Scheme – George

| Mark Scheme - George Question Set B | | |
|-------------------------------------|---|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 003: Health and well-being (Adults) | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each impact given up to a maximum of 3 marks</p> <ul style="list-style-type: none"> • Boredom • Depression • Loss of confidence • Low self esteem • Make confusion/dementia worse • Feelings of frustration/anger/hopelessness <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 2. | <p>Award 1 mark for each benefit given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Everyone can take part whatever their skill • Encourages creativity /sense of achievement /creating something • Express himself /feelings through the art • Provide relaxation • Take his mind off his illness/focus on something else • Build on existing interests /skills • Stimulate memory • Encourage social interaction whilst doing something/ i.e. focus is not on conversation <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 3. | <p>Award 1 mark for each activity given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Gives George exercises to do • Assists George with the exercises • Provides treatment (e.g. massage/manipulation) • Assesses George's needs for support aids (e.g. leg support) • To monitor any changes • Provide advice to George and his family | 2 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i> | |
| 4. | <p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Confused/ may not understand what is happening to him • Depressed/he requires further support (e.g. Penfro) • Worried about his family/ how they cope • Frightened about future/ progression of dementia • Powerless/loss of control • Angry this has happened to him • Loss of independence <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 5. | <p>Award 1 mark for each example given up to a maximum of 4 marks. Answers must be specific examples from the text rather than general statements about good practice eg. Person centred care</p> <ul style="list-style-type: none"> ○ Doing the racing project ○ Maintaining George's skills (e.g. using the computer/technology) ○ Learning new skills (e.g. working with Evan on sound and music) ○ Reconnecting with friends ○ Reengaging with social media ○ Standing for an hour a day ○ Interacting with different people (e.g. care and support workers) ○ Being offered choices in personal care/what to wear <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |
| 6. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of the negative impacts. The response does not specifically make any links with George or/and his family.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of the negative impacts. The response attempts to link some of the impacts with George's and/or his family.</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <p>Award 3 marks for a good response which shows knowledge and understanding the negative impacts. The response makes some links between the impacts and the effect/s on George or/and his family.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of impacts. The response clearly links the identified impacts with the effect/s on George or/and his family.</p> <p>Answers are likely to refer to</p> <ul style="list-style-type: none"> • Care and support workers visiting the home • Physical environment e.g. equipment required in the home/changes and adaptations to the home • Changes to their routine • Financial impact e.g. paying for support • Loss of control e.g. not providing a lot of the support they used to • Loss of privacy <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 7. | <p>Award 1 mark for each action given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Allows George to do as much for himself as possible • Respects George’s privacy as much as possible (e.g. drawing shower curtain if appropriate) • Respects George’s personal space (e.g. don’t stand too close) • Making sure others can’t see in (e.g. close doors/ curtains) • Knocking on bathroom door before entering. • Offering choices (e.g. washing or bathing) • Covering the body as much as possible (e.g. use of towel) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 8. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • George expressing interest in doing the racing project • George is being involved in the decisions over his care package • George agreeing that additional support is needed for himself and the family • George saying he wants to meet up with friends • George saying he would like to attend his photography group • George engaging with friends via social media | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|-----------------|
| | <i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i> | |
| 9. | <p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Multi-agency working • Prevention and Early intervention • Co-production • Well-being | 2 marks |
| 10. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To provide care and support that respects his past activities/interests (e.g. photography, career) • To encourage meaningful activities that he is interested in (e.g. emailing friends) • To encourage activities that have a positive outcome for him (e.g. social media) • To work in a person-centred way with George • To encourage George in decision-making/voice and control <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 11. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Refer to the personal plan • Ask George • Ask George's family • Ask the physiotherapist/other professional • Ask other colleagues <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| | Total unit 001: 10 marks, unit 003: 20 marks | 30 marks |

Question Set C Mark Scheme – George

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|--|--|--|
| Mark Scheme – George Question Set C | | |
| | Unit 001: Principles and values of health and social care (Adults) Unit 003: Health and well-being (Adults) | |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| 1. | <p>Award 1 mark for each impact given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Feelings of shock/frustration/anger at an additional condition • Want to give up/stop doing things /less active / lead to depression • Fear about the future • Loss of interaction with family and friends • Changes in his behaviour • Worried about impact on family • Worried about how friends and family will react / worried he will lose friend • Reduced self esteem and confidence <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 2. | <p>Award 1 mark for each benefit given up to a maximum of 4 marks. Marks can be achieved from providing either a mix of mental or social benefits; or maximum marks may be achieved by just providing either 4 acceptable emotional or 4 acceptable social benefits.</p> <ul style="list-style-type: none"> • Mental <ul style="list-style-type: none"> ○ Boost George’s self-esteem ○ Provide feelings of empowerment ○ Promote/maintain George’s independence ○ May feel connected with group members ○ Enjoy the activity/challenge ○ Reduces feelings of isolation/loneliness • Social <ul style="list-style-type: none"> ○ Builds a support network/ connections ○ Social inclusion/ being part of the community/sense of belonging ○ Reconnect with friends/people ○ Sharing interests/like-minded people | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i> | |
| 3. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To keep him mobile/ mobile as possible • To monitor any changes in his mobility • To discuss/answer questions George might have • To maintain/ improve strengthen his muscles • To improve blood flow • To prevent injury • To check progress with his exercises <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 4. | <p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • George has been involved in discussing/agreeing the care he needs • Specialist team in dementia has been allocated to George • George agrees/ involved in the goals set • Louise offers George choices/checks preferences (e.g. personal care) • Louise talks to George about his interests • Louise asks for George's permission if she can talk to his family about his working life • Louise listens to George/gives him attention (e.g. George enjoying talking to Louise about social media comments) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 5. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of considerations. The response does not specifically link the considerations with how they are used with George or to avoid misunderstandings.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of relevant considerations. The response attempts to link some of the considerations with George or to avoid misunderstandings.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of a range of considerations. The response links some of the considerations with how they are used to avoid misunderstandings with George.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of a wide range of considerations.</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <p>The response clearly links the identified considerations with how they are used to avoid misunderstandings with George.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Choose a quiet space in which to talk to George to minimise distractions • Avoid crowding George when speaking to him • Show him respect/Talk to him as adult/ do not patronise • Make sure that she has George's attention before speaking to him • Gain and maintain eye contact with George so that he can see her facial expressions • Use a lower a tone • Talk at a slower speed • Avoid any questions that will test damaged memory • Avoid putting George under extra pressure when communicating • Ask one question at a time and wait for a response before moving on • Use short words and simple sentences <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 6. | <p>Award 1 mark for each example given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Shows respects for George's achievements • Maintains George's skills (e.g. using the computer/technology) • Supports the learning of new skills (e.g. working with Evan on sound and music) • Supports George's relationship with Evan/reinforces his role as father • Leads to connecting to people/friends via social media • Louise shows George respect as a person/ sees beyond his dementia <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 7. | <p>Award 1 mark for each action given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Make sure George is covered as much as possible before and after showering • Support George to do as much for himself as possible (e.g. washing himself) • Make sure that the door is closed/ stop anyone else coming | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Make sure any window curtains/blinds are drawn /stop anyone seeing in • Make sure that the shower curtain/door is closed as much as possible to maintain privacy • Try and stop interruptions/ make family aware he is showering. • Make sure that she asks him what his preferred ways of receiving his personal care are <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 8. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Involving Penfro Care for additional support • Weekly visit from the physiotherapist to maintain muscle • Using equipment to help George stand/reduce risk of pressure sores • Using equipment in personal care to prevent falls • Using project to engage George/ manage behaviours <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 9. | <p>Award 1 mark for each principle given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Multi-agency working • Well-being • Voice and Control • Co-production | 2 marks |
| 10. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To respects George's wishes (e.g. what to wear) • To respects George as an individual • To encourage George's independence • To empowers George/ making own choices • To promote emotional well-being (e.g. prevent outbursts) • To promote a person centred approach <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 11. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • The use of any communication aids • Information set out in the personal plan • Pace and tone of speech individual can understand. | 2 marks |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <ul style="list-style-type: none"> • That environment (e.g. noise, proximity) • Level of understanding /capacity <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| | Total unit 001: 10 marks, unit 003: 20 marks | 30 marks |

Case Study – Alwyn

You are going to read a case study about Alwyn, who has recently started receiving domiciliary support.

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

| | |
|---------|---|
| Alwyn | The individual receiving domiciliary support. |
| Bronwyn | Alwyn's daughter. |
| Steven | Alwyn's care and support worker. |
| Debbie | Steven's line manager. |

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

Alwyn is 78 years old and is a retired engineer. He has early symptoms of dementia and has been assessed to have full capacity at this time. He lives with the effects of arthritis, which means he needs support with mobility and personal care. Alwyn's wife used to provide the support he needed but has recently died.

In the past, a social worker discussed with Alwyn and his daughter, Bronwyn, about having the support of a domiciliary care agency. Bronwyn was reluctant after reading news articles about the quality of some care services. Although Bronwyn lives nearby, she works full time and is not able to support Alwyn during the day. She reluctantly agrees that support is now required as Alwyn is forgetting to take his medication and to eat.

The social worker helps Alwyn and his daughter choose a local domiciliary care agency. They arrange for an assessment with the service manager, who puts a personal plan in place. It is agreed Alwyn will be visited twice a day, 7 days a week.

Steven has been allocated as one of Alwyn's care and support workers. He is looking forward to seeing Alwyn as it would be his first visit since completing his induction with the agency. Steven makes his first visit in the morning. He introduces himself and talks to Alwyn about his family and career. He then tells Alwyn about his own family. He also mentions that he lives nearby and knows one of Alwyn's relatives. Alwyn says that he does not want anything shared with anyone else. Steven reassures him that he would never share information anyway, as he has a duty to maintain confidentiality. Steven asks if he can look in Alwyn's personal plan. Alwyn agrees and Steven has a quick look to find out the information he needs.

Steven asks Alwyn if he has had breakfast and Alwyn says he is not hungry. Steven notices in the personal plan that Alwyn didn't have breakfast the day before. Steven talks to Alwyn about this. Alwyn says his wife always used to buy his favourite food but now his daughter does the shopping, and she doesn't get the right things. Steven suggests they make some toast today and make a shopping list of things Alwyn would like to eat, and he agrees.

Before they prepare the toast, Steven checks the personal plan for allergy information and sees it is blank. He asks Alwyn if he has any allergies and Alwyn says that he can't remember. Steven is concerned and telephones his office, and they confirm that Alwyn doesn't have any allergies. Alwyn is upset that Steven has telephoned someone without his permission and says, "it makes me feel like a child". Steven says he is sorry and changes the subject.

Steven is unsure whether Alwyn has had a shower recently because the personal plan records are incomplete for some of the days and some others are unreadable. After breakfast, Steven asks Alwyn if he would like support to have a shower. Alwyn says he doesn't want to have a shower because he slipped a few weeks ago and feels unsteady.

Steven suggests that he could speak to his manager for guidance as they may be able to arrange for some equipment to help. He suggests that for today, he could support Alwyn to have a full wash instead. Alwyn is happy with this and Steven records this.

Steven asks Alwyn about his interests. Alwyn says he used to go to church every morning with his wife and says he would like to be able to start attending again. Alwyn also says that he never goes out of the house. Steven advises that church may be too difficult for Alwyn right now and recommends that he thinks about it in the future. Alwyn reluctantly agrees.

After leaving Alwyn, Steven reflects on the visit and feels a little uneasy about the fact that there were incomplete and unreadable records of Alwyn's personal care. He decides to telephone Debbie, his manager, to ask for advice. She thanks Steven for raising the concern and says she will look into it. Steven mentions to Debbie that he thinks Alwyn may need some equipment to help him have a shower but isn't sure about the process or what is available. She says she will arrange for an occupational therapist to visit and suggests Steven may want to do some research on aids and adaptations as part of his continued professional development.

Steven also mentions that he has been thinking about what he said to Alwyn about knowing one of his relatives, and he is now concerned that he has overstepped his role. Debbie states that they could look for ways in which he could learn more about professional boundaries. She suggests that he may want to shadow an experienced care and support worker making an initial visit to an individual. She arranges to have a supervision meeting with him the next day and asks him to fill in a reflective practice sheet that he was given in his induction.

Later that day, Steven thinks about Alwyn's wish to start attending church again and get out more. Steven decides to look at the church website and discovers that they will collect people to attend services and they also run social activities. He makes a note of this to discuss with Debbie.

Question Set A Mark Scheme – Alwyn

| Mark Scheme – Alwyn Question Set A | | |
|------------------------------------|---|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 005: Professional practice as a health and social care worker | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each action given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Maintain security of personal records in the domiciliary care agency (e.g. return to secure location after use) • Only disclose personal information if Alwyn or someone else is at risk • Only disclose information to those who have a right or need to know (e.g. manager, occupational therapist) • Not inform friends or neighbours that he is supporting Alwyn • Not discuss Alwyn with colleagues in public places • Not share information to Bronwyn without Alwyn's permission • Follow agreed ways of working / maintain his duty of care <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 2. | <p>Award 1 mark for each benefit given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Brings together a range of skills and knowledge to support Alwyn's social, physical and emotional well-being needs • Safeguards Alwyn • Provides early intervention (e.g. preventing falls self neglect) • Shares resources (e.g. equipment/tools/staff) amongst services/others to help achieve outcomes (e.g. aids for the shower) • Provides easier/quicker access to services or expertise (e.g. the service can ring the social worker who know Alwyn) • Allows links with voluntary and community groups (e.g. collecting people for church services) • Information on Alwyn's well-being/progress is shared between agencies <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 3. | <p>Award 1 mark for each reason given up to a maximum of 4 marks.</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • To respect Alwyn's wishes • To make Alwyn feel valued • To promote Alwyn's inclusion in the community • To uphold Alwyn's rights to celebrate his faith • To demonstrate partnership working with the family • To give Steven an opportunity to learn about diversity • To reinforce Alwyn's identity (e.g. he may forget about church if dementia progresses) • To support their ongoing working relationship (e.g. not acknowledging Alwyn's beliefs may adversely affect the relationship) • To promote Alwyn's holistic well-being • It upholds workers' agreed ways of working <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 4. | <p>Award 1 mark for each action given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Share appropriate information and updates (with Alwyn's consent) • Involve Bronwyn in making decisions where appropriate (e.g. changes to Alwyn's home) • Ask for Bronwyn's opinion/ideas to better support Alwyn (e.g. shopping list for breakfast) • Positively support Alwyn to show Bronwyn that services can be trusted (e.g. helping him to have a wash, being proactive with shower aids) • Talk to Bronwyn in a sensitive way /recognising her role • Encourage/maintain Bronwyn's support for her father • Recognise/understand impact of situation on Bronwyn (e.g. loss of her mother, caring responsibilities of Alwyn) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 5. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • It defines roles and responsibilities (e.g. tasks that need completing such as personal care, breakfast) • It monitors/shares concerns (e.g. Record of Alwyn missing breakfast) • It monitors/shares information/well-being (e.g. Steven recording Alwyn's wash instead of shower) • It provides consistent care within the domiciliary care agency team (e.g. covers 2 visits 7 days a week) | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <ul style="list-style-type: none"> • It reminds everyone of Alwyn’s wishes and preferences (e.g. fear of slipping in the shower) • It provides information for everyone involved care reviews (e.g. inform occupational therapist/social worker) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 6. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of shadowing. The response does not specifically link this to Steven or improving practice.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of shadowing. The response makes some links between the shadowing and Steven or improving practice.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of shadowing. The response provides some links on how shadowing can improve Steven’s practice.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of shadowing. The response provides clear examples and/or explanation of how shadowing can improve Steven’s practice.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Examples of improvement. Might help him to <ul style="list-style-type: none"> ○ Identify professional boundaries ○ Respond sensitively to difficult situations ○ Communicate a professional attitude ○ Report concerns (e.g. incomplete records) ○ Set expectations around record keeping ○ Manage relationships with family members • Principles of best practice shadowing <ul style="list-style-type: none"> ○ Observing best practice ○ Observing successes/outcome ○ Talking about best practice ○ Asking questions ○ Working alongside ○ Mentoring, receiving guidance | 4 marks |
| 7. | <p>Award 1 mark for each document given for 1 mark only.</p> <ul style="list-style-type: none"> • Daily notes in the individual’s files • Communication book • Risk assessments | 1 mark |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <ul style="list-style-type: none"> • Medication charts • Food/diet charts • Hygiene/personal care/chart • Incident report <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 8. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Looks in Alwyn's records • Rings the office to check about allergies • Asks Alwyn about how he likes to be supported (e.g. shower) • Talks to Alwyn about food preferences • Talks to Alwyn about his career • Talks to Alwyn about his family • Talks to Alwyn about his interests • Researches Alwyn's church via the internet <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 9. | <p>Award 1 mark for each example given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Supports Alwyn with washing • Supports/suggests shopping list for breakfast. • Supports Alwyn to make his breakfast • Seeks consent to look in Alwyn's records <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 10. | <p>Award 1 mark for each reason up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Helps Steven understand what Alwyn wants • Gets things done/tasks completed • Promotes trust • Helps to share important information • Changes or wishes and needs are kept updated • Upholds Alwyn's respect and dignity • Is person centred • Respects Alwyn's rights • Treats Alwyn as an equal • Encourages partnership working | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i> | |
| 11. | <p>Award 1 mark for each impact up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Loss of confidence • Loss of self esteem • Social Isolation • Loss of independence/becoming dependent on others • Not going out/lack of stimulation/ change of environment • Lack of intimacy • Depression • Stress/anxiety • Not having someone to remind him about eating/medication • Risk of falling in shower on his own • Lack of fresh air/physical exercise • Having to run his home alone <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| | Total unit 001: 10 marks, unit 005: 20 marks | 30 marks |

Question Set B Mark Scheme – Alwyn

| Mark Scheme – Alwyn Question Set B | | |
|------------------------------------|---|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 005: Professional practice as a health and social care worker | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Steven has a duty of care to report this • Steven has a duty of care to ensure Alwyn’s well-being is maintained (e.g. hygiene) • Steven is accountable for his own actions • Steven’s domiciliary care agency team is liable for any health and safety issues • Steven needs to make sure Alwyn gets the right support (e.g. aids and adaptations for the shower) • Steven should try to prevent further poor practice • It is an agreed way of working i.e. policies and procedures, code of practice <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 2. | <p>Award 1 mark for each benefit given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Identifies strengths/what he should continue doing • Helps to build his confidence in his role • Helps Steven to do things differently next time/avoids making the same mistake • Identifies learning/development needs • Identifies where/how to access learning opportunities <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 3. | <p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Better quality services/working together can share ideas/thoughts • Sharing/accessing of resources (e.g. shower aids) • Both services understand more about each others’ roles • Allows both to access specialist knowledge or expertise • Faster/easier access to the occupational therapy service • Sharing of risk/accountability (e.g. preventing falls) | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 4. | <p>Award 1 mark for a limited response which shows little knowledge or understand of how clear professional boundaries support the development of positive relationships. The response does not specifically link Steven’s practice or his relationship with Alwyn.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of how clear professional boundaries support the development of positive relationships. The response makes some links with Steven’s practice and/or his relationship with Alwyn.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of how clear professional boundaries support the development of positive relationships. The response provides some links with how Steven’s practice supports his relationship with Alwyn.</p> <p>Award 4 marks for an excellent response which shows knowledge and understanding of how clear professional boundaries support the development of positive relationships. The response provides strong links and clear explanation of how Steven’s practice supports his relationship with Alwyn.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Examples of maintaining professional boundaries <ul style="list-style-type: none"> ○ Seeking permission/consent to see the personal plan ○ Telling Alwyn he has a duty to maintain confidentiality • Examples of not maintaining professional boundaries <ul style="list-style-type: none"> ○ Telling Alwyn that he lives nearby ○ Telling Alwyn that he knows one of Alwyn’s relatives ○ Advising Alwyn that church would be too difficult • Impact on Steven’s and Alwyn’s professional relationship <ul style="list-style-type: none"> ○ Helps to build trust ○ Alwyn will be more likely to talk to Steven ○ Alwyn is being shown respect which helps him to feel valued. ○ Alwyn’s rights are being upheld which is empowering and can give him a feeling of control. ○ Alwyn is being supported to give his view (does he want to share his information) | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| 5. | <p>Award 1 mark for each example given up to a maximum of 2 marks. Do not accept domiciliary/home care agency as this is in the stem.</p> <ul style="list-style-type: none"> • Occupational therapy • Multi-agency team • Family unit • Community services/networks (e.g. church) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 6. | <p>Award 1 mark for each consequence given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Steven may not be upholding Alwyn's rights • May lead to potential abuse • May reinforce Alwyn's disempowerment (e.g feeling like a child) • Steven may impose his own preferences/views/ behaviours on Alwyn • Steven may not be providing person centred care <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 7. | <p>Award 1 mark for each source given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Ask other experienced care and support worker • Talk to/contact an occupational therapist • Talk to/contact Alwyn's social worker • Look for leaflets (e.g. Library, GP surgery) • Contact disability advice service • Contact relevant organisations (e.g. mobility shops) • Investigate social media groups • Use online resources (e.g. NHS) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |
| 8. | <p>Award 1 mark for each action given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Finds out about Alwyn and his life and family • Show respect for Alwyn's wishes (e.g. not wanting to have a shower) • Offers choices (e.g. offering choice of wash, asking what he wanted for breakfast) • Gains consent to look in his personal plan | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <ul style="list-style-type: none"> • Makes suggestions to find out about Alwyn's food preferences • Researches church/website <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 9. | <p>Award 1 mark for any reason for 1 mark only.</p> <ul style="list-style-type: none"> • To treat him as an individual • To build trust in the relationship • To get to know Alwyn better • To confirm the personal plan • To get a better picture of him as person • To find what matters to him <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 1 mark |
| 10. | <p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Introduces himself • Makes time to chat with Alwyn • Finds out about Alwyn's preferences and background • Explains duty of confidentiality • Is friendly/approachable/ shows interest • Asks Alwyn questions • Asks for permission to look at the notes • Offers wash and toast/ didn't just tell Alwyn what to do <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 11. | <p>Award 1 mark for each change given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Onset of dementia • Loss of his wife • Age related changes • Increased dependency on his daughter/relationship changes • Need for support/just had his first visit • Having strangers in his home • Having strangers helping him with personal care • Needing changes to his home | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i> | |
| | Total unit 001: 10 marks, unit 005: 20 marks | 30 marks |

Question Set C Mark Scheme – Alwyn

| Mark Scheme – Alwyn Question Set C | | |
|------------------------------------|--|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 005: Professional practice as a health and social care worker | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each example given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Steven apologises to Alwyn for ringing the office without his permission • Steven speaks to his manager about poor record keeping from other workers • Steven mentions to his manager that he realised he should not have discussed knowing one of Alwyn's relatives • Steven takes responsibility for offering an alternative means of washing • Steven takes responsibility to follow up his communication about visiting church <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 2. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <p>Steven</p> <ul style="list-style-type: none"> • Has a duty care to check for allergies • Needs to protect Alwyn from potential harm • Needs to ensure that the information in the personal plan is up to date. • Is following agreed ways of working • Is responsible for his actions • Is new to his role so needs guidance <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 3. | <p>Award 1 mark for each action given up to a maximum of 3 marks. Marks can be awarded for referencing relevant documentation (e.g. risk assessment) if relevant to the below</p> <p>Do not accept overarching statements such as complete forms.</p> <ul style="list-style-type: none"> • Assess/look at suitability of shower • Check what mobility aids are being used | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <ul style="list-style-type: none"> • Assess/look at what he can do for himself • Identify hazards /risk assessments in the shower/home • Ask Alwyn about he needs/preferences for assistance with personal care. • Talk to Alwyn about different equipment that's available. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 4. | <p>Award 1 mark for any example for 1 mark only.</p> <ul style="list-style-type: none"> • Telling Alwyn that he lives nearby • Telling Alwyn that he knows one of Alwyn's relatives • Advising Alwyn that church would be too difficult <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 1 mark |
| 4. | <p>Award 1 mark for each impact given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Negative affect on Alwyn's trust of Steven/service • Encouraging Alwyn to ask Steven for help in Steven's own time • Alwyn may try to find out more information about Steven's life • Putting Alwyn's privacy at risk • Adding to Alwyn's confusion as dementia progresses • Giving incorrect advice may cause isolation/ loss of confidence • Alwyn may expect favours because of Steven's connection with the relative <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 5. | <p>Award 1 mark for each difference given up to a maximum of 4 marks.</p> <p>Occupational therapists have different</p> <ul style="list-style-type: none"> • Policies and procedures • Roles and responsibilities • Goals/outcomes • Terms and conditions • Different qualifications • Duties and powers • Points of view • Resources available | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Budgets <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 6. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of the importance of seeking or learning from feedback. The response does not specifically link this to Steven or improving practice.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of the importance of learning from feedback. The response makes some links between feedback and Steven or improving practice.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of the importance of learning from feedback. The response provides some links on how feedback can improve Steven's practice.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of the importance of learning from feedback. The response provides clear examples and/or explanation of how feedback can improve Steven's practice.</p> <ul style="list-style-type: none"> • Improvement <ul style="list-style-type: none"> ○ Show sensitivity to feelings of others ○ Explain duty for care for relevant actions ○ Identify situations which may cause upset ○ Learn how to build trust ○ Establish professional relationships • Principles of using feedbacks <ul style="list-style-type: none"> ○ Use it to reflect on his practice (e.g. reflective practice sheet) ○ Share it with colleagues who can advise ○ Discuss it in supervision ○ Use it to ask Alwyn more questions to understand his preferences ○ Use it change/improve his practice / avoid same mistakes | 4 marks |
| 7. | <p>Award 1 mark for each example given up to a maximum of 2 marks.</p> <p>Steven</p> <ul style="list-style-type: none"> • Telephones the office to ask about allergy information • Telephones his manager for advice • Uses the internet for information about access church | 2 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <ul style="list-style-type: none"> • Speaks to Alwyn (e.g about his allergies, slipping shower) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 8. | <p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Has a general 'chat' with Alwyn to introduce himself • Seeks consent before reading Alwyn's personal care notes. • Apologises to Alwyn for contacting the office without his consent • Support Alwyn with washing/ doesn't leave without offering an alternative • Makes toast with Alwyn/gives him choice for breakfast • Encourages Alwyn to help with the shopping list <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 9. | <p>Award 1 mark for each purpose given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Identifies his needs and wishes • Monitors his health and wellbeing • Records background information (e.g, medical history) • Shares information between workers • Makes sure care package is being delivered • Guides workers in what to do and how to do it • Provides information for reviews • Records his views <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 10. | <p>Award 1 mark for each impact given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Alwyn may be discouraged from doing something he really enjoyed in the past • There is a lack of opportunity for Alwyn to get exercise/fresh air • Alwyn's spiritual needs are not being met • Alwyn may feel more lonely • Alwyn may feel frustrated/angry as • Alwyn may feel resentful i.e. the service being paid for but needs not met • Alwyn may be confused about Stevens role | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <ul style="list-style-type: none"> • Alwyn may be suspicious/doubtful of Steven's commitment <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 11. | <p>Award 1 mark for any example for 1 mark only.</p> <ul style="list-style-type: none"> • Dealing with the progression of symptoms of dementia • Dealing with the effects of bereavement/loss of his wife • Changes to his routine (e.g. not going to church every morning, spending most of his time indoors) • Needing/accepting increasing amount of support (e.g. due to dementia or arthritis) • Needing/accepting the involvement of services in his family life • Alwyn's daughter taking on more of a carer role/change in their relationship <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 1 mark |
| | Total unit 001: 10 marks, unit 005: 20 marks | 30 marks |

Case Study – Letty

You are going to read a case study about Letty, an individual receiving care at Swn Y Coed, a residential care home.

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

| | |
|---------|----------------------------------|
| Letty | An individual receiving support. |
| Helen | Letty's care and support worker. |
| Janet | Helen's line manager. |
| Matthew | One of Letty's sons. |

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

Swn y Coed Care Home provides residential care for older people. The team work very closely with the individuals they support, their families, GPs and local authorities.

Helen is a care and support worker who has worked at Swn y Coed for two years and works in a team which consists of care and support workers and shift coordinators. Helen reports to Janet, who is her shift coordinator, and they have regular supervision. These sessions can either be a face-to-face meeting or observation of practice. Helen is eager to learn and will ask for feedback on her practice.

One of the individuals at Swn Y Coed is Letty, who is 72 years old and a retired teacher. Letty developed arthritis in her forties, and it has progressed significantly, affecting her mobility. Her husband William died suddenly two years ago following a stroke. William used to deal with the couple's finances and did the weekly shopping. Letty found it hard to cope at home after William's death and she also began to feel quite lonely. With the help of a social worker and support from her eldest son, Matthew, Letty made the difficult decision to leave the home she shared with William and move to Swn Y Coed. A personal plan was agreed. This identifies support with getting up and going to bed, personal care needs and support with the administration of her medication.

Matthew and his wife live locally and visit regularly. Letty really looks forward to these visits. Her other son and his family live in Australia. Recently Matthew has bought her a tablet computer so she can contact them via video call. However, Letty often forgets how to use it and keeps asking workers for help. Only a few of the workers are confident at making video calls and can help her. This can mean that she isn't able to talk to her son in Australia as often as she would like.

At a recent observation, Janet gave feedback that although Helen is very enthusiastic, she has a tendency to 'take over' Letty's care, leaving her with very little independence or control. Janet and Helen discuss this and agree a plan of action to help Helen improve her practice. They agree that she shadows Janet and attends a training session in person centred care. Janet also suggests that Helen takes time to reflect upon how she supports individuals with their personal care and asks her to keep a reflective diary to be reviewed at the next supervision.

Following this feedback, Helen realises that in recent months she has not always taken the time to ask Letty how she wants to be supported daily because she feels that, by now, she knows Letty well. She has also felt short of time and was getting through Letty's routine as quickly as possible so that she could move on to the next person or task.

When Helen is next on shift, she makes an effort to slow down and talk to Letty, including asking how she would like to be supported that morning. Helen checks the personal plan from the previous shift to see if there have been any changes recorded by other care and support workers. Letty asks Helen to bring out a selection of clothes so that she can choose what to wear. Helen asks her if she would like a bath or shower, and prepares the bathroom for her, making sure everything she needs is within reach. Once Letty is in the bathroom, Helen makes sure the door is closed with the call bell to hand, so she can call Helen when she has finished. Once Helen has made her own notes and completed the support with Letty, she makes sure the personal plan is returned to its agreed storage place.

Helen has noticed that the morning routine is taking much longer with Letty due to the progression of her arthritis. Letty has started to become quite emotional as she is frustrated at not being able to look after herself. She is less steady on her feet when using a walking stick.

Helen notices on Letty's personal plan that other care and support workers have recorded and reported similar issues. Helen decides to speak to Janet about her concerns. Following this, the manager of the care home holds a re-assessment and personal plan review meeting including Letty, Matthew and the social worker. Following the review, a referral is made for a physiotherapy assessment.

Helen supports Letty during the physiotherapy assessment. The physiotherapist suggests that Letty uses a walking frame instead of a walking stick to enable her to walk safely. Letty is upset, doesn't want to use a frame and prefers to use her stick. Helen tries to reassure her that the frame could help her become more independent.

Question Set A Mark Scheme – Letty

| | | |
|---|---|--|
| Mark Scheme – Letty Question Set A | | |
| | Unit 001: Principles and values of health and social care (Adults) Unit 005: Professional practice as a health and social care worker (Adults) | |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| 1. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To make sure there is a consistent approach to care • To make sure duty of candour/care is followed • So the service/Janet is confident that Helen is competent carrying out tasks on her own • So the service/Janet is confident that Helen is following policies and procedures/agreed ways of working • So the service has/maintains a positive/professional reputation • To safeguard the individuals in the service • To help the service improve / quality provision • To comply with national standards (e.g. Care Inspectorate Wales)/not lose registered status • To make sure Janet follows her job description/agreed ways of working <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 2. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To comply with legislation i.e. data protection • To comply with policies and procedures/agreed ways of working • To comply with Care Inspectorate Wales /standards • To make sure the file is only read by authorised workers/ to prevent it getting into the wrong hands/ to prevent non-authorised workers from accessing it • To make sure the personal plan is accessible to other workers/ to ensure consistency/continuity of care • So that individuals know their personal information is secure/builds trust <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| 3. | <p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To make sure Letty's personal plan is being met • To sign post / provide ideas for resources • To monitor the service/ make sure Letty's needs are being met • To make sure Letty is getting value for money • To make sure agreed ways of working are compiled with /followed • To give information about changes in services • To investigate any concerns (e.g. safeguarding) • To support Letty's rights /be an advocate for Letty • To give a different point of view • To make changes to any care packages • To deal with any conflicts between the family/Letty and the service <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 4. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To make sure there are positive outcomes for Letty (e.g. improving her walking/mobility) • To make sure there is continuity of care (e.g. Workers implement physiotherapist plan) • So that everyone is clear of own roles and responsibilities • So workers can access expertise to help them support Letty <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 5. | <p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Helps to make sure there are different points of view/suggestions /action • Makes sure personal plan is still relevant for Letty • Promotes positive outcomes for Letty • Identifies concerns/issues that affect Letty's well-being • Promotes voice and control for Letty • Offers reassurance/co-production • Reassures Letty/family that there is social worker/ someone to go to • Safeguards Letty /semi-independent person involved (e.g. social worker) • Correct referrals are being made | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Accesses other services/resources <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 6. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of effective supervision. The response does not specifically link the action plan agreed in supervision to Letty's well-being</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of effective supervision. The response makes some links between the action plan agreed in supervision and Letty's well-being</p> <p>Award 3 marks for a good response which shows knowledge and understanding of shadowing. The response provides some links on how the action plan agreed in supervision affects Letty's well-being.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of shadowing. The response provides clear examples and/or explanation of how the action plan agreed in supervision can affect Letty's well-being.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Having more independence may help Letty feel more valued/respected (e.g. Helen makes sure Letty has everything she will need within reach) • Being asked how she likes to be support may help Letty feel empowered (e.g. Letty is given a selection of clothes to choose from) • Encouraging/letting Letty to be involved in her care can help her to retain existing skills or learn new ones (e.g. mobility) • Treating Letty as an independent adult rather than ill person/child shows respect and dignity • Being encouraged to express wishes can enable Letty to change/grow/ take positive risks • Being asked how she likes to be support may help Letty express her wishes • Being actively involved will uphold Letty's human rights • Helen slowing down the personal care activities will allow Letty more time to talk/share her concerns • Helen and Letty are working in partnership which builds trust and a positive relationship. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| 7. | <p>Award 1 mark for each action given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Look for short course/workshop • Suggest to the manager that workers have specific training • Refer to the manual/guide • Practice /develop confidence • Informal learning (e.g. watch online tutorials) • Ask other colleagues who are experienced / have more knowledge in this area • Ask manager/discuss at supervision/ add to own development plan <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 8. | <p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <p>Helen</p> <ul style="list-style-type: none"> • Asks Letty how she would like to be supported (e.g. after Helen has reflected) • Gives Letty a selection of clothes to choose from • Asks Letty if she wants a bath or a shower • Makes sure the call bell is to hand • Makes sure the door is closed • Takes time to talk to Letty • Checks the personal plan for any changes • Completes notes in the personal plan <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 9. | <p>Award 1 mark for each benefit given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Letty can make others aware of what she likes/ dislikes • Letty can give information about life history and background • Letty can make others aware of her religious beliefs/practices • Letty can make others of any advance decisions/ change these • Letty can give others her medical history (e.g. medication) • Activities she enjoys can be adapted to her needs • Letty's emotional/ mental wellbeing is being monitored in line with the plan • Risks/abilities are evaluated in line with her wishes and preferences (e.g. not wanting to use a stick) | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|---|-----------------|
| | <ul style="list-style-type: none"> • Letty may feel valued and listened to/sense of empowerment • Letty will be able to have a discussion about her goals • Letty will know what is being written about her • Letty can check that the personal plan contains correct information about her • Letty can disagree with the content/what other people want her to do <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 10. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To make sure there is continuity of care • To monitor the health and well-being of the individuals • To maintain safeguarding of individuals • To make sure information is not missed • To make sure information is not misinterpreted • To comply with standards/ Care Inspectorate Wales/ legislation • To share ideas/best practice • To learn from others • To follow lines of accountability/responsibility <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| | Total unit 001: 10 marks, unit 005: 20 marks | 30 marks |

Question Set B Mark Scheme – Letty

| Mark Scheme – Letty Question Set B | | |
|------------------------------------|---|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 005: Professional practice as a health and social care worker (Adults) | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To take responsibility for her own actions/ duty of candour (e.g. realises she was rushing personal care) • To help her improve her practice/ quality (e.g. person centred care) • It will help her identify training needs (e.g. she agrees to action plan) • Because she has a duty of care • To comply with the Codes of Conduct and Professional Practice/maintain registration • To promote consistent practice / standards /team working • To follow agreed ways of working / job description <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 2. | <p>Award 1 mark for each responsibility given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To assess Letty's ability/mobility • To communicate with other professionals about Letty (e.g. report to the social worker) • To give advice on exercises • To monitor whether exercises have been completed/ monitor progress • To monitor any changes/deterioration in Letty • To provide further/ alternative equipment • To Identify goals/ outcomes with Letty • To guide workers on how to support Letty • To teach Letty specific techniques (e.g. walk with a frame) • To attend assessment and review meetings <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 3. | <p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <p>It might</p> | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Help to build trust (e.g. Letty may feel more comfortable with Helen's care) • Help create rapport (e.g. Helen and Letty get along/are friendly) • Help Letty feels like an equal partner/ listened to /respected/voice and control • Promote person /relationship centred working • Encourages Letty to share concerns/ideas <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 4. | <p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Helen may feel that everyone is working towards a common goal • It may promote effective communication/information sharing • Workload/s can be shared • Accountability/ responsibilities can be shared • There is an opportunity to share best practice • There is an opportunity to learn from other team members • There is someone to talk to / share problems with • It may promote positive work culture/good morale • It provides social contact with other people/ not feeling lonely <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 5. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of shadowing. The response does not specifically link this to Helen improving practice.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of shadowing. The response makes some links between shadowing and Helen improving her practice.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of shadowing. The response provides some links on how shadowing can improve Helen's practice.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of shadowing. The response provides clear examples and/or explanation of how shadowing can improve Helen's practice.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Examples of improvement. Might help Helen to | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> ○ Identify what activities promote independence ○ Identify professional boundaries i.e. when to 'step back' when to support/when to encourage ○ Understand how to pace tasks (e.g. not rush) ○ Recognise when to spend more time or less time on specific tasks ○ Understand the benefits of doing tasks in specific ways. ○ Provide Helen with more confidence to try new ways of working i.e. she can achieve ○ Recognise what she already does well <ul style="list-style-type: none"> ● Principles of best practice shadowing include: <ul style="list-style-type: none"> ○ Observing best practice ○ Observing successes/outcome ○ Talking about best practice ○ Asking questions ○ Working alongside ○ Mentoring, receiving guidance <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 6. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> ● To identify poor areas of practice previously not aware of ● To identify areas of good practice /strengths ● To identify how to improve practice ● To help identify next career steps ● To encourage Helen to be accountable/ take responsibility for own actions/ she is answerable understand ● To help Helen understand how policies and procedures inform her practice ● It may prevent Helen doing tasks automatically (e.g. assuming she knows what Letty needs) ● It shows commitment to the role/service <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 7. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> ● Go on a training course ● Search for examples of diaries online/library ● Ask a colleague for help ● Ask her manager for guidance ● Look at samples/templates ● Ask Human resources/ training representative in organisation | 2 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i> | |
| 8. | <p>Award 1 mark for each example given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Helen asks Letty how she would like to be supported • Helen ensures the personal plan is put away i.e. her information is safe • Helen reassures her during the visit with the physiotherapist • Helen takes time to talk to Letty before giving her personal care • Helen slows down her approach • In the bathroom everything she needs is within reach (e.g. the call bell) • Helen respects Letty's request to bring out a selection of clothes • Helen reports concerns to Janet about Letty's deterioration <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 9. | <p>Award 1 mark for each purpose given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • To record Letty's care and support provided • To make sure there is continuity of care • To be a guide on how to support Letty • To identify Letty's goals/targets • To identify advance decisions/wishes • To record Letty's personal information (i.e. family, contact details, GP etc.) • To record Letty's background/life history • To record any concerns/ issues • To monitor her wellbeing (e.g. weight/ food/ fluid etc.) • To record religious/cultural needs • To be a person centred document • To be a working document i.e. it can be changed/ reviewed <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |
| 10. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Better outcomes/ better quality of life for Letty • Lower risk of self-neglect/ feeling stressed/overwhelmed (e.g. not coping) • Lower risk of harm (e.g. falls) | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <ul style="list-style-type: none"> • Social benefits/ less lonely • Improved physical well-being (e.g. support from physiotherapist) • Improved mental well-being (e.g. feeling safe) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| | Total unit 001: 10 marks, unit 005: 20 marks | 30 marks |

Question Set C Mark Scheme – Letty

| | | |
|---|---|--|
| Mark Scheme – Letty Question Set C | | |
| | Unit 001: Principles and values of health and social care (Adults) Unit 005: Professional practice as a health and social care worker (Adults) | |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| 1. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To make sure there is a standard approach across the team • So Janet is confident that Helen is competent carrying out tasks on her own • So Janet is confident that Helen is following policies and procedures/agreed ways of working • To safeguard the individuals in the service • To help the service improve / quality provision • To comply with national standards (e.g. Care Inspectorate Wales)/not lose registered status • So Helen can improve her practice • To provide positive outcomes for individuals • To be accountable/ to take responsibility for her actions • To give Helen time to consider her practice • To encourage Helen to use reflection as normal practice <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 2. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • To maintain confidentiality of Letty's personal information. • To show respect to Letty's dignity/privacy (e.g. not unnecessarily sharing private information) • So it can be only accessed by those who need to know • To prevent harm to Letty's well-being/ loss of trust • To uphold Letty's rights • To make sure there is continuity of care <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 3. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To provide the right level of care/ consistent care • To support positive outcomes/common goals for Letty • To make sure they are all communicating together for Letty/ on the same page | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • To share ideas/ best practice • To share specialist knowledge with each other • To make sure the right professional/agency is providing the advice/service • To share resources/ equipment • To resolve conflict • To avoid duplication/repetition • To comply with legislation/uphold standards • To be cost effective <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 4. | <p>Award 1 mark for each benefit given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Might help to prevent Letty from falling • Promotes Letty's physical well-being (e.g. prevent pressure sores, stiffness) • Promotes Letty's emotional well-being (e.g. increased confidence/ self-esteem) • Promotes Letty's social well-being (e.g. inclusion/ moving around the home) • Provides Letty with opportunity to talk to a professional from outside the home <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 5. | <p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Reassurance that everyone is working together to provide best service /common goal for Letty • The family have opportunity for input/ have their say • The family can ask questions about Letty's care • The family can build relationships with the workers at the home and the social worker. • It can help the family to be more aware of their role/ how they can help • Opportunity for the family to notice any problems (e.g. safeguarding) • Opportunity for the family to speak up for Letty's/their rights • The family may feel confident to let go of their responsibilities for care giving/ there is reduced pressure on family <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| 6. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of seeking and learning from feedback. The response does not specifically link this to the professional development workers' or Helen's practice.</p> <p>Award 2 marks for a basic response which shows some knowledge and understand of seeking and learning from feedback. The response makes some links between feedback and workers' professional development or Helen's practice.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of seeking and learning from feedback. The response provides some links between workers' professional development or Helen's practice.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of seeking and learning from feedback. The response provides clear examples and/or explanation between feedback and workers' professional development or Helen's practice.</p> <p>Answers are likely to include</p> <ul style="list-style-type: none"> • Workers being told what they are good at helps them feel confident that they working in the right way • Workers might not be aware of some behaviours (e.g. taking over) and therefore need feedback from others to improve practice • It encourages discussion about practice all through the year which helps workers prepare for their appraisals (e.g. aware of what will be discussed) • Being aware of areas that are needed to develop gives workers an opportunity to change before something becomes a significant problem • It reminds them that they are being monitored and therefore accountable • Open communication promotes best practice • Asking for feedback is about real work practice it good way of learning i.e. application of practice. • Opportunity for works to take control of their learning and ask for specific feedback on something they have done/not sure of <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |
| 7. | <p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <p>It might:</p> <ul style="list-style-type: none"> • Reinforce/remind her of best practice | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Gives Helen practical examples of how to improve/ deliver person centred care • Makes Helen feel more confident/ reminds her what she is doing well • Helps Helen recognise limitations/gaps in practice/knowledge • Helps Helen to identify how to overcome problems • Helps Helen to learn/ share from others experiences • Signposts Helen to other resources <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 8. | <p>Award 1 mark for each action given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Use a towel or sheet to cover Letty as much as possible • Make sure window curtains/blinds are drawn • Knock on the door before entering • Let Letty do as much as she can herself • Allow choice of clothing/ washing products • Give time/ do not rush • Respect wishes in the care plan • Ask each time for preferences • Ask Letty how to make it enjoyable (e.g. listen to radio) • Adapt to any requests <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |
| 9. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Loss of independence (e.g. others doing personal care tasks for Letty) • Loss of skills needed for running a home (e.g. cooking, cleaning) • Anxiety about the move/ leaving the home she shared with her husband • Feeling grief/ loss of previous life • Loss of privacy • Loss of dignity (e.g. receiving support for personal care) • May feel loss of control about her future (e.g. the last stage of her life) • Less opportunity to take physical activity (e.g. no house work) • Feeling embarrassed • Living with people she hasn't chosen to live with/not choosing who she lives with | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <ul style="list-style-type: none"> • Dealing with other people's different/difficult behaviour (e.g. shouting) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 10. | <p>Award 1 mark for each example up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Helen ask Letty about her preferences • Helen makes an effort to slow down her practice when giving personal care • Helen makes time to talk to Letty • Helen reports concerns about Letty's deterioration to Janet (e.g. information from personal plan) • Helen reassures Letty when she is upset • Helen supports Letty during assessment from the physiotherapist <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| | Total unit 001: 10 marks, unit 005: 20 marks | 30 marks |

Case Study – South Lodge

You are going to read a case study about South Lodge, which is a residential care home in a market town.

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

| | |
|--------|---|
| Beth | An individual at South Lodge. |
| Dan | Beth's husband. |
| Annie | Beth's daughter. |
| Margie | A care and support worker at South Lodge. |

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

South Lodge is a small residential care home situated in a market town in Wales. With only sixteen residents, it aims to provide high-quality, person-centred support. The home also promotes its strong links within the local community and emphasises the importance of supporting residents to remain part of this community. For example, residents are supported to go to clubs and activities at the local community centre. The home also holds events throughout the year, and these are open for local people to attend.

Beth is 75 years old and married Dan five years ago. They met when he was a volunteer driver at the community centre lunch club and used to collect her and take her home. They became close despite the fact he is twenty years younger than Beth. Within three months of meeting, Dan had moved into Beth's house, and they had got married. Annie, Beth's daughter, was very shocked but was advised by a solicitor that as Beth had the right to agree to the marriage, it was not possible for Annie to take any action.

Beth came to stay at South Lodge two months ago following a stay in hospital after breaking her collarbone in a fall. The paramedics who attended to Beth at the time reported concerns to the health team at the hospital regarding a possible assault and neglect by her husband, Dan. They also mentioned that neighbours had heard Dan shouting at Beth and calling her names several times over the weeks leading up to the fall. In addition to this, Annie told the health team that she thought Dan had married Beth for her money and was neglecting her. Annie said her mother had always had periods of depression and anxiety and, during these times, she needed support to look after herself. Annie said that before her mother married Dan, she used to stay with Beth and provide this support, but Dan now refuses to let Annie into their home.

As a result of all this information, the health team made a safeguarding referral. There was a multi-agency investigation including the health team, social services, and the police. The investigation was inconclusive, and no further action was possible. Beth did not disclose any assault, specific neglect or abuse and said that Dan was "a good man". Beth had the support of an independent advocate during the investigation.

Annie was frustrated by the outcome of the investigation and was extremely worried about her mother returning home to Dan after her stay in hospital. Annie lives 50 miles away and is unable to keep a close watch on the situation. She persuaded Beth that she needed

additional support and time to think about the future, and that she should have a few months at South Lodge before deciding what to do.

Dan did not seem concerned about Beth's move into South Lodge and has been visiting her every other day. Annie avoids visiting at the times she knows Dan may be there. The staff at South Lodge have been told by their manager that there was an investigation while Beth was in hospital, but the results were inconclusive. They have been told that they need to be alert to possible signs of abuse or possible disclosure by Beth in line with the 'All Wales Safeguarding Procedures 2019'. The manager has also reminded them about what has been learned from reports into serious failures to protect people such as Beth.

The workers find the conflict between Annie and Dan very difficult. The team also say it is difficult because most of them live locally and are aware of a great deal of gossip about the family. Their manager has advised them not to get involved.

Margie, a care and support worker, has noticed that Beth has become quieter, less active and increasingly low in mood over the last month. Margie has been recording and reporting her concerns according to South Lodge's policies. In addition to this, she is spending regular time with Beth. Margie has been asked to work with Beth on her personal plan to try and identify outcomes that Beth would like to achieve while she is at South Lodge.

Beth often tells Margie that she feels "useless" and to blame for the trouble in her family and is very critical of herself. Beth also says that she knows that everyone is talking about her. She does not want to join in any group activities or go out and about in the community. Beth is reluctant to talk about making any plans, but says she values having time to talk to Margie. Margie has told her colleagues that she understands how difficult the situation is for Beth because of her own experiences. When Margie was a child, she had to leave home suddenly and move to a refuge with her mother because of domestic violence between her parents. This led to a lot of conflict within the whole family.

Question Set A Mark Scheme – South Lodge

| Mark Scheme – South Lodge Question Set A | | |
|--|---|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 006: Safeguarding individuals | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each benefit given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Respects Beth’s views and wishes (e.g. not wishing to escalate concerns) • Promotes Beth’s rights (e.g. choice about why to live/ who she married) • Gives Beth voice and control (e.g. use of advocate) • Maintains her mental/physical well-being • Keeps Beth safe/protects Beth (e.g. in safe environment and workers are aware) • Working with Beth to keep her safe (e.g. Recording and reporting concerns) • Maintains confidentiality of Beth’s personal information (e.g. workers are aware of gossip in the community) • Maintains Beth’s trust and confidence (e.g. Margie spending time with Beth) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 2. | <p>Award 1 mark for each example given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Paramedics reporting to health team • Nursing staff/ health team made a safeguarding referral • Social services and the police investigate • Manager informs team of the situation/investigation • Margie recording and reporting concerns over Beth’s mood and activity <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 3. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of the benefits of an independent advocate. The response does not specifically link this to safeguarding or the investigation.</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <p>Award 2 marks for a basic response which shows some knowledge and understanding of the benefits of an advocate. The response attempts to link these to safeguarding/the investigation.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of the benefits of an independent advocate. The response links these with how they might be applied in relation to the safeguarding investigation.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of the benefits of an independent advocate in the context of safeguarding. The response clearly links these with how they might be applied in relation to the safeguarding investigation.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • To help Beth have her own voice • An advocate is independent of family members who may have their own views about what should happen • An advocate can make sure Beth knows her rights • An advocate can find out information that may be useful to Beth • The advocate can take the time to spend with Beth to explore options • Beth will be distressed about what happened and therefore needs support from someone who can recognise this • The advocate may provide support to contact useful services • The advocate will be aware of the correct procedure in safeguarding and can make sure this is followed | |
| 4. | <p>Award 1 mark for each responsibility given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Be aware of possible signs of abuse from anyone • Know the correct policies and procedures to follow • Know who to talk to about any concerns • Respond appropriately to any disclosure • Communicate/update information with the team in a timely manner • Make sure personal information is kept confidential/only shared if necessary for safeguarding purposes • Record and report any concerns • Promote the wellbeing of Beth/ treat her with respect • Enable/empower Beth to raise concerns | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i> | |
| 5. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Beth may be fearful of what would happen in the future (e.g. where she might live next) • Beth may believe she will lose control of the situation. (e.g. others being involved/ taking over (police and social workers)) • Beth feel under threat from Dan if she discloses • Beth may feel she is to blame (e.g. she put herself in that situation) • Beth does not recognise that she has been neglected or abused <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 6. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Everyone needs to be alert to signs of abuse (e.g. staff at the lunch club, health, drivers, family) • Everyone needs to act on concerns/suspicious and not wait and see until it is too late (e.g. concerns raised by paramedics/ neighbours) • Everyone needs to know the safeguarding procedure/ who to contact (e.g Health team made safeguarding referral) • Services need to cooperate/communicate with each other (e.g. Police, social workers and health team worked together on investigation) • Staff and volunteers need regular updates/training/reminders (e.g. Manager reminded workers about the 'All Wales Safeguarding Procedures 2019'/ serious failings) • It is important for the person to have voice and control or they may not disclose or accept help (e.g. independent advocate, one to one with Margie) • Perpetrators may be very good at hiding what is going on/grooming behaviour/deceiving professionals (e.g. Dan is volunteer driver) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 7. | <p>Award 1 mark for each action given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Give Beth regular opportunities to talk | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Do not put pressure on Beth to talk • Be clear to Beth about confidentiality and its limits • Build trust by being reliable/non-judgemental /take any disclosures seriously • Focus on what Beth's wants not what people think she should do • Focus on Beth's strengths to help build self-esteem • Make it clear that Beth can speak to a member of staff at anytime • Make sure Beth is aware of how to raise concerns <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 8. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Margie may disclose personal information about herself • Margie might inadvertently influence Beth • Margie may be tempted to give Beth advice based on her own experience • Margie may feel frustrated with Beth because she will not follow Margie's advice • Margie may do more for Beth because of her situation/ too much time with her/ time away from other individuals • Margie may make a judgement about Beth <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 9. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Be careful not to take too much time with Beth and leave out others. • Be careful not to overstep limits of own role. • Be careful not to over-disclose/share her own experiences. • Make sure she uses supervision to talk about the situation. • Avoid getting involved in the family situation. • Avoid getting involved in/listening to local gossip. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 10. | <p>Award 1 mark for each benefit given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • It is a monitoring tool/ recording changes that can be responded to immediately | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|-----------------|
| | <ul style="list-style-type: none"> • To have likes /dislikes/ choices/wishes recorded (e.g. activities) • To have important personal information recorded / medication/ culture • To have risks identified • To identify what Beth can do and what she needs support with • It may give Beth a sense of purpose/ hope/direction • It may promote a sense of well-being for Beth <p>Do not accept answers with wording similar to “identifying outcomes/targets/goals “as this is in the stem and case study. However specific examples of outcomes/targets and goals “e.g where to live in the future” are acceptable</p> <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 11. | <p>Award 1 mark for each skill given up to a maximum of 4 marks. Answers must focus on skills that are used in the context of talking to Beth about planning.</p> <ul style="list-style-type: none"> • Active listening / make sure Beth feels heard • Show empathy/understanding/ use of language for how she is feeling • Open body language / convey support/ eye contact/ proximity • Showing respect/ non-judgemental responses • Open questioning/ find out what Beth wants/thinks • Summarising progress so far/repeating back <p>Do not accept responses about environmental factors, use of physical aids, other methods of communication such Makaton, sign language.</p> <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |
| | Total unit 001: 10 marks, unit 006: 20 marks | 30 marks |

Question Set B Mark Scheme – South Lodge

| Mark Scheme – South Lodge Question Set B | | |
|--|--|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 006: Safeguarding individuals | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Focuses on improving well-being (e.g. Margie provides one-to-one time) • Promotes use of early intervention (e.g. paramedics raising concerns) • Gives individuals voice and control (e.g. respecting decision not to escalate) • Encourages co-production/individuals becoming involved in the design and delivery of services and therefore create services that are more person centred/what people want • Supports the provision of advocacy (e.g. Beth was given support of an advocate during the investigation) • Protection is provided for those identified as ‘adults at risk’. (e.g. Manager asks workers to be alert to any potential signs of abuse) • Ensures action is taken if abuse or neglect is suspected (e.g. Safe guarding referral) • Gives a right to an assessment of need/carer assessment (e.g. decision about Beth’s needs) • Requires stronger partnership working (e.g. police, social services and health team. working together) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 2. | <p>Award 1 mark for each example given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • The paramedics reported concerns/broken collarbone • Police and social services worked together • Annie was involved as a family member • The health team made a safeguarding referral • There was a safeguarding investigation • Beth had support of an independent advocate • The workers at South Lodge have been made aware that they need to be alert to signs of abuse • Workers/professionals have followed relevant legislation/protocols/procedures • Margie’s monitoring of Beth | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 3. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of the importance of building trust and rapport. The response does not specifically link knowledge/understanding shown with Beth.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of the importance of building trust and rapport. The response attempts to make links to Beth.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of the importance of building trust and rapport. The response links knowledge/understanding shown with how trust/rapport might be built with Beth.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of the importance of building trust and rapport. The response clearly links knowledge/understanding shown with how trust/rapport might be built with Beth/workers.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • To help Beth adjust to all the changes she has been through • To help Beth feel safe • To help Beth feel confident about the support she is receiving • To help Beth feel able to disclose any possible abuse • To be able to talk with Beth about what she wants • To be empowered to ask what Beth wants/needs • To be able to develop a personal plan with Beth • To be able to implement a personal plan • To promote person centred care and values • To build positive relationships with Beth and her family • To meet duty of care • To meet to agree ways for working/legislation/policies and procedures | 4 marks |
| 4. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • By making sure they do not discuss any information about work/Beth outside of work • By telling people outside work that they do not discuss any information about residents | 2 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • By removing themselves from situations where people are discussing Beth • By reporting if they have heard gossip repeated by colleagues • By explaining to colleagues about confidentiality/professional boundaries <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 5. | <p>Award 1 mark for each responsibility given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Make sure workers are aware of when he is in the building • Make sure he completes the visitor's book • Record and report any issues/conflict • Know possible signs of potential abuse or harm • Record/report any signs of potential abuse or harm • Explain that they have to report if Beth discloses <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 6. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Reports identify the factors that led to abuse • Reports identify situations to be aware of, that increase risk • Reports help workers understand the methods perpetrators use • The reports identify common reasons why failures occurred • The reports include recommendations for services to implement • Workers can assess their performance against what is required <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 7. | <p>Award 1 mark for each factor given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Beth is caught between the conflict of Dan and Annie • Beth has to make a difficult decision about whether to return home/go back with Dan • Beth may feel she has only two choices/feeling trapped. (e.g. go home or stay at South Lodge) | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Beth has been overloaded with too much to think about/ too much happening at once • Beth is living in a community where people are talking about her • Beth may feel she has lost some independence/control • Beth may not feel ready to live in a residential home for older people <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 8. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Use direct communication (e.g. ask Beth questions) • Use indirect communication (e.g. do things alongside Beth and observe what she likes/doesn't like) • Talk to Beth's family about whether she has any particular interests/preferences • Give Beth information about opportunities/things to try and ask her what she is interested in/ what matters to her. • Talk to Beth about her past interests and hobbies • Refer to the personal plan <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 9. | <p>Award 1 mark for each barrier given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • The effects of depression and anxiety/(e.g. low energy, less active, fear) • Beth may be concerned about her personal information being shared with other workers • Beth does not want to make future plans/does not want to think about the future • Margie may put too much pressure on Beth/personal plan needs to be achieved within a timeframe • Beth may notice that Margie might be frustrated with her • The environment/lack of private/appropriate space to have a conversation • Fear of Dan/Annie's conflict becoming worse • Fear of embarrassment. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 10. | <p>Award 1 mark for each effect given up to a maximum of 3 marks.</p> | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <ul style="list-style-type: none"> • Loss of confidence • Reduced self-esteem/feeling useless • Loss of control/independence • Uncertainty about the future • Shock • Confusion about what happened • Increased chance of depression and anxiety <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 11. | <p>Award 1 mark for any of the points up to a maximum of 1 mark.</p> <ul style="list-style-type: none"> • Better understanding of how Beth came to be in this situation • Show more empathy for Beth • Understand why Beth doesn't want to make plans about the future • Margie may have/show more patience with Beth <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 1 mark |
| | Total unit 001: 10 marks, unit 006: 20 marks | 30 marks |

Question Set C Mark Scheme – South Lodge

| Mark Scheme – South Lodge Question Set C | | |
|--|--|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 006: Safeguarding individuals | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Helps to recognise potential signs/indicators of abuse • Gives definitions of abuse/vulnerability • States how agencies can work together • Describes safeguarding procedures <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 2. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • It is their Duty of Care / moral ethical duty • To uphold legislation • To follow agreed ways of working / policies and procedures/ job description • To offer ongoing protection for Beth • To maintain high standards • To comply with regulatory requirements (e.g. Care Inspectorate Wales) • To avoid any disciplinary action <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 3. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Listen to Beth from an independent viewpoint • Explain to Beth what her rights are • Explain information in a way she can understand • Explain how the social care system work works (e.g. finance, range of accommodation) • Help her identify potential options (e.g. where to live, whether to leave Dan) • Provide information/help her make informed choices • Signpost to services available to her (e.g. relate, counselling) • Provide support at meetings with family /other professionals | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Representing her if Beth asks for this • Provide help with filling in forms <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 4. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <p>Make sure she knows</p> <ul style="list-style-type: none"> • she can choose who visits • she can choose how often people visit • she can choose where to meet visitors • how to alert staff/raise an alarm • about confidentiality in respect to disclosures <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 5. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Tell Margie what the limits are of her job role • Identify behaviours/ values required • Provide supervisions for Margie to discuss her work/safeguarding issues • Tell Margie where to go to for guidance around for concerns over potential abuse and harm • Keep Margie’s safeguarding training up to date <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 6. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Make time to listen • Don’t be judgemental (e.g. don’t laugh at or make fun of Beth’s home situation) • Don’t put pressure on Beth (e.g. don’t ask personal questions) • Use a person centred approach /ask Beth what she wants • Show empathy/ try to understand how Beth feels • Don’t give Beth advice about her situation <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 7. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of factors.</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <p>The response does not specifically link identified factors to Beth's situation.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of relevant factors. The response attempts to link these identified factors with Beth's situation.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of a range of relevant factors. The response links these identified factors with how they might be applied in relation to Beth's situation.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of a range of relevant factors. The response clearly links these identified factors with how they might be applied in relation to Beth's situation.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Beth lives alone without a family member close by • Beth has a history periods of depression and anxiety • Beth has financial assets / house • Dan had a regular opportunity for 'grooming' behaviour on the bus to and from the lunch club • Dan had a valid reason to view Beth's home and her material possessions. | |
| 8. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <p>Beth might be worried</p> <ul style="list-style-type: none"> • about workers sharing information with the wrong people (e.g. not trust the workers, they might talk to Anne or each other) • the workers may gossip with local people in wider community • about the impact on Dan/Annie (e.g. creating more conflict between them) • about loss of control of situation (e.g. other people police/social workers taking over) • about workers/people's reaction. (e.g. not believing Beth, thinking she is silly) • Dan might be prevented from visiting. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 9. | <p>Award 1 mark for each approach given up to a maximum of 3 marks.</p> | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <ul style="list-style-type: none"> • Be person centred (e.g meeting preferences) • Ask Beth what she wants to do • Break things down into manageable steps (e.g personal care) • Identify Beth's current skills • Help Beth develop new skills • Do things alongside Beth/ promote independence (e.g. own personal care) • Suggest daily tasks that Beth may like to continue (e.g. set the table/dust) • Avoid taking over • Reinforce positive steps <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 10. | <p>Award 1 mark for each feature given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Making sure Beth feels heard/ active listening. • Being aware of non-verbal communication/ proximity/eye contact • Being aware of tone/ use of language • Demonstrating empathy • Showing acceptance/be non-judgemental (e.g. Beth not wanting to join in) • Ability to stay calm/show patience (e.g. Beth not wanting to do anything) • Avoid being patronising (e.g. suggesting she look on the positive side or other similar statements) • Focussing on Beth's strengths and achievements so far <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |
| 11. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To maintain contact with all friends/encourage social engagement • To keep up with local news/events • To make new friends. • To build confidence /self esteem • To reduce depression/anxiety • To avoid the sense of dependency/institutionalisation • To recognise that they are as still part of the community • To promote physical activity/ 'fresh air'/'change of scenery' • To be visible | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|-----------------|
| | <ul style="list-style-type: none"> • To benefit from a wider range of activities/taught by experts <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| | Total unit 001: 10 marks, unit 006: 20 marks | 30 marks |

Case Study – Mair

You are going to read a case study about Cariad Mawr, an agency which provides domiciliary support.

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

| | |
|--------------|--|
| Mair | An individual who receives support from Cariad Mawr. |
| Gail | A care and support worker who works for Cariad Mawr. |
| Neighbour | Mair's neighbour. |
| Line manager | Gail's line manager at Cariad Mawr. |

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

Mair is an 81-year-old retired school cook. Mair lives on the outskirts of the small town where she also worked. She inherited the house from her parents and lived there throughout her 52 years of marriage. Her husband died 18 months ago. They were well known in the community and took an active role in the local chapel. Mair volunteered in a local charity shop until recently. Other than a cousin living in Canada, she has no family.

Six months ago, Mair had a stroke and spent over a month in hospital, partly on a rehabilitation ward. Mair was keen to return home and be as independent as possible. She was assessed as being able to do so with a domiciliary support package. Mair can move with the use of a walking stick, although she has not regained use of her left arm. The stroke has also had some impact on her speech. A two-week period of reablement in her own home has helped her to manage some daily living tasks, although she does need assistance with washing and dressing/undressing on a daily basis. A friend and neighbour is paid by Mair to provide assistance with laundry and some of the housework; she also cooks some meals and will drive Mair to the local supermarket for her to do a weekly food shop.

Cariad Mawr Care Services is a domiciliary care agency covering several small towns and villages in South East Wales. They provide personal and practical care to meet the needs of carers and individuals requiring care and support to live independently in their own homes and community. The service has been praised for delivering person centred care.

The agency employs 45 care and support workers who support over 70 individuals to live in their own homes.

Mair receives two visits a day from Cariad Mawr.

The domiciliary care and support workers support Mair on a rota basis and have quickly developed a good professional relationship with her. Mair has been able to make herself

understood. The workers have agreed a range of simple systems of demonstrating when Mair is comfortable to move onto the next stage of support. For example, when choosing her clothes, the workers will show her options one item at a time, asking her to choose. Mair will respond with a thumbs up or a thumbs down. These ways of communicating are documented in her personal plan.

Gail is one of Mair's regular care and support workers. Gail has recently returned to work after caring for her 70-year-old mother, who has now died. Gail is new to working in care; she loves her role and is part way through her induction. Gail has excellent rapport with Mair, and they are friends on social media. Gail regularly picks up a newspaper for Mair on her way to the morning visit - Mair pays her for this. On occasion, Gail has also purchased a few items for Mair, such as toiletries and clothing. Shopping isn't part of Mair's personal plan, so these tasks aren't recorded. Mair pays Gail for any items she buys; she doesn't ask for receipts as she is happy with the cost of the items. Mair only asks Gail to pick up shopping for her because when she has asked the other workers, they have refused.

Mair recently had a fall at home when she was alone, and this resulted in her being hospitalised with a broken femur. During the hospital stay, her neighbour and Gail are frequent visitors. Gail notices that Mair only has one spare nighty and offers to buy another. Mair pays Gail for this when she brings it to the hospital. Other items, such as toiletries, sweets and magazines, are purchased by Gail and reimbursed by Mair. Mair decides she would like a new pair of slippers and gives Gail her purse, indicating to take it, and Gail says she will bring it back next time.

Gail is unwell and isn't able to visit for just over a week and she messages Mair, via social media, to let her know. The neighbour takes Mair some soft drinks into hospital and Mair explains she isn't able to pay as Gail has her purse. The neighbour knows Mair likes to keep a relatively high amount of cash in her purse, so she telephones Cariad Mawr to find out where Gail lives so she can go and collect the purse for Mair. Gail is asked into the office to have a discussion with her line manager about the neighbour's telephone call. Gail explains that she has been shopping for Mair but has not given Mair any receipts and cannot recall the full amount of the items she has bought or what all the items are. Her manager states that she may not have followed the Code of Conduct and Professional Practice, and that the agency will need to investigate further. In the meantime, the manager suggests that Gail undertakes some reading on serious failures and the lessons to be learnt from safeguarding reviews and reports.

Question Set A Mark Scheme – Mair

| Mark Scheme – Mair Question Set A | | |
|-----------------------------------|---|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 006: Safeguarding individuals | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To meet Cariad Mawr’s values • To meet regulatory/inspection requirements • To meet legislative requirements • To maintain/build their reputation (e.g. they have a good reputation for delivering person centred care)/ to prevent reputational damage/media attention • To safeguard individuals • To uphold the public’s trust/confidence in health and social care • To avoid loss of income • To avoid risk to registration status • To avoid criminal prosecutions <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 2. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Mair has been able to return home from hospital as per her wishes • Mair has been supported to return home (e.g. rehabilitation ward) • Mair has been provided with a two week reablement programme / supporting her wish to be independent • A package of care and support has been agreed with Mair/ so she can live in her own home • Workers and Mair have agreed preferred communication methods (e.g. thumbs up thumbs down) • All Mair’s preferred ways of communicating have been documented in the personal plan • Mair’s neighbour takes her shopping <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| 3. | <p>Award 1 mark for each point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • It encourages involvement of individuals in planning their care • It can help to establish relationships • It promotes diversity • It is using a preferred method of communication/ promoting sense of well-being • It removes any barriers • It shows mutual respect • It allows individual needs to be met • It promotes independence • It promotes active participation • It upholds Mair’s human rights • It promotes dignity and respect <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 4. | <p>Award 1 mark for each effect given up to a maximum of 2 marks.</p> <p>Mair</p> <ul style="list-style-type: none"> • Is able to remain in her own home/be as independent as possible • Feels safe and secure in her own home • Has people to help her continue with the new skills she learned in reablement • Is able to communicate with the support workers (e.g. thumbs up) • Is building a new support network/build trust/rapport with workers • Is receiving professional/regulated support • Has a voice in her care and support <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 5. | <p>Award 1 mark for each action given up to a maximum of 3 marks.</p> <p>Gail should</p> <ul style="list-style-type: none"> • Have reported that there were gaps in provision/more services may have been needed (e.g. purchasing daily paper) • Not have crossed professional boundaries regarding her relationship with Mair | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <ul style="list-style-type: none"> • Not have contact individuals via social media/ not accept social media invitations • Have followed policies and procedures (e.g. personal plan/ support is for personal care only) • Have documented all support given to Mair • Not have taken Mair's purse/money • Have got receipts for the items bought • Have recognised that she is a representative of Cariad Mawr <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 6. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of circumstances that put individuals at risk of harm or abuse more than others. The response does not make specific links between the circumstances and Mair's situation.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of relevant circumstances that put individuals at risk of harm or abuse more than others. The response attempts to make some links between the given circumstances and Mair's situation.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of a range of relevant circumstances that put individuals at risk of harm or abuse more than others. The response makes links with how the given circumstances might have contributed to Mair's situation.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of a range of relevant circumstances that put individuals at risk of harm or abuse more than others. The response makes clear and detailed links with how the given circumstances have contributed to Mair's situation.</p> <p>Answers are likely to include:</p> <p><u>Mair's circumstances</u></p> <ul style="list-style-type: none"> • Is an older person • Has undergone some significant changes • Husband died (e.g. only 18 months ago), • Has had a stroke • Has had a fall • Has had two periods in hospital/ in hospital for the second time • Is now in receipt of care | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <ul style="list-style-type: none"> • Does not have family living near by • Has her own home/assets (e.g. Keeps large amounts of cash) • Is physically frail <p><u>Reasons why at risk</u></p> <ul style="list-style-type: none"> • Is/has become isolated/ no longer/less able to access her community/ social networks • Social well-being negatively affected (e.g. not able to take part in previous activities, volunteering)/ may feel lonely • Physical well-being negatively affected (e.g. might have cognitive impairment/speech) • Is reliant on others for her care (e.g. her neighbour/ Cariad Mawr) • May not be able be aware of her rights/ to voice concerns • Is becoming dependent on Gail <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 7. | <p>Award 1 Mark for each point covered up to a maximum of 3 marks.</p> <p>Mair might</p> <ul style="list-style-type: none"> • Be concerned about consequences to Gail/getting Gail into trouble • Not recognise there is cause for concern (e.g. not returning a purse) • Have complete trust in Gail • Be worried that she won't be believed • Be concerned reporting will affect the care she receives • Be concerned reporting will affect her friendship with Gail • Not know how to report concerns • Find/feel her speech impairment makes it difficult to communicate with unfamiliar people/ might feel embarrassed • Feel embarrassed/ashamed/guilty that she has got herself into this situation i.e. trusting Gail <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 8. | <p>Award 1 mark for each point given up to a maximum of 4 marks.</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <p>Workers should</p> <ul style="list-style-type: none"> • Make sure their safeguarding training is up to date • Be aware of their own roles and responsibilities in regards to safeguarding i.e. duty to report. • Suggest to Mair she uses independent advocate • Make Mair aware of the risks associated with keeping large amounts of cash • Prevent isolation/ encourage visits from/to friends/activities /communities from the past (e.g. chapel, maintain her social network) • Make sure she has a voice, choice, control in decisions around her support • Make sure Mair knows the role and responsibilities of all professionals involved in her care. • Make sure Mair understands complaints and feedback/how to raise a concern • Advise of national initiatives to educate on ways to be safe (e.g. security/fraud or scams) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 9. | <p>Award 1 mark for each point given up to a maximum of 3 marks</p> <ul style="list-style-type: none"> • Not befriending individuals they support • Not befriending families/carers of individuals they support • Not sharing personal information about the individuals they support • Not sharing inappropriate posts /photos/likes/videos that call into question their suitability to practice. • Not sharing their location/location settings when carrying out visits <p>Follow workplace social media policy/GDPR/agreed ways of working</p> <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 10. | <p>Award 1 mark for each benefit given up to a maximum of 2 marks.</p> <p>Advocate can</p> <ul style="list-style-type: none"> • Provide an unbiased viewpoint / does not take sides • Make sure that Mair's views are represented • Protect Mair's rights/best interests/keep her safe • Make sure Mair is aware of how to keep herself safe in the future • Explain the investigation process /roles of different services/professionals to Mair | 2 marks |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <ul style="list-style-type: none"> • Make sure Mair has access to full range of services/support needed • Support Mair to communicate with other services/professionals (e.g. she has speech impairment) <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 11. | <p>Award 1 mark for each action given for 1 mark only.</p> <ul style="list-style-type: none"> • Reminded Gail about her practice (e.g. going outside of personal plan) • Encouraged Gail to tell the manager/office about the additional shopping • Followed policy and procedures as they have a duty to report concerns the situations (e.g. extra shopping) • Recorded/reported facts as told or observed. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 1 mark |
| | Total unit 001: 10 marks, unit 006: 20 marks | 30 marks |

Question Set B Mark Scheme – Mair

| Mark Scheme - Mair Question Set B | | |
|-----------------------------------|--|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 006: Safeguarding individuals | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each reason given up to a maximum of 3 marks</p> <ul style="list-style-type: none"> • So Mair feels safe/safeguarded • It promotes Mair’s health and well-being (emotional and/or physical) • It can encourage Mair to trust workers at Cariad Mawr • It can encourage rapport between Mair and the workers • So Mair’s rights/ human rights/right to privacy are upheld • So Mair’s choices/ wishes/views are met /taken into account • To demonstrate value for Mair’s background/culture/identity (e.g. chapel) • To promote equality/diversity/inclusion • So she remains as independent as possible/maximises independence • So Mair feels that she at the centre of her care and support • So Mair has choice, voice and control/co-production/consent • So Mair is supported to take positive risks/ • So Mair is supported by what she can do/her strengths • So Mair’s care and support is provided in line with all regulatory and legislative requirements <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 2. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To make sure there is continuity/consistency of care • To provide instructions/information on how to support individuals • To meet identified care and support needs • To make sure care and support is provided in a person centred way • To know what outcomes workers should be working towards • To support the review or care and support plans • To meet regulatory requirements / Regulation and Inspection Social Care (Wales) Act 2016 (RISCA) | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • To make sure there is a holistic approach/ whole picture approach to meeting care and support needs • So that individuals/families/carers know what to expect <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 3. | <p>Award 1 mark for each point up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Using good documentation and recording • Suggesting to Mair different types/methods of communication” • Using simple gestures or signs • Working in a person centred way to understand Mair’s needs/ building trust • Consider communication aids such as visual prompts • Exploring possibilities of assistive technology. • Assistance might be provided by other professionals such as Speech and language therapists. • Mair may be able to write <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 4. | <p>Award 1 mark for each change up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Mair has lost her husband recently • Mair has had a stroke • Mair has spent a period of time away from home in hospital • Mair has spent some time having rehabilitation and reablement • Mair is having relearn skills and/or adapt to new ways of doing everyday tasks • Mair has acquired a speech impairment/stroke has impacted her speech • Mair is reliant on Cariad Mawr/ neighbour for care and support • Mair has care and support visitors coming to her home • Mair no longer participates in community activities outside her home | 2 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i> | |
| 5. | <p>Award 1 mark for each responsibility given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To make sure safeguarding training is up to date • To have a duty to report any concerns • To follow safeguarding policies and procedures / whistleblowing • To know how to report concerns/who to report to • To record/document concerns factually/accurately • To explain their duty to share safeguarding concerns/not to promise to keep information secret • To support individuals to maintain their independence/person centred care/not service led • To recognise signs and symptoms of abuse <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 6. | <p>Award 1 mark for each reason given up to a maximum of 2 marks.</p> <p>The neighbour</p> <ul style="list-style-type: none"> • Does not realise that this is a safeguarding concern /there is a problem • Might be concerned about any consequences for Mair / Mair's care affected • Might be concerned about any consequences for Gail/ getting Gail into trouble • Might be concerned/ feel guilty as she has not been helping Mair with shopping as much as she could have <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 7. | <p>Award 1 mark for each point given up to a maximum of 4 marks.</p> <ul style="list-style-type: none"> • Gail has not followed the personal plan/introduced additional tasks/ Mair has come to rely on Gail • The additional tasks are not documented by Gail • Gail did not notify her line manager that there may be additional needs for Mair that were not being met • Professional boundaries have been breached/Gail has formed a friendship rather than professional relationship • Gail has not provided receipts • Gail took Mair's purse with no prior check and agreement of how much cash was present | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Gail engages with Mair over social media <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 8. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of the importance of building trust and rapport. The response does not make specific links between trust and rapport and the safeguarding of Mair.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of the importance of building trust and rapport. The response attempts to make some links between trust and rapport and the safeguarding of Mair.</p> <p>Award 3 marks for a good response which shows knowledge and understanding of the importance of building trust and rapport. The response makes links with how trust and rapport might contribute to the safeguarding of Mair.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of the importance of building trust and rapport. The response makes clear and detailed links with how trust and rapport might contribute to the safeguarding of Mair.</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Impacts on Mair’s well-being • Positive relationships are meaningful ways of interacting with others (e.g. raising concerns) • Being visible /encouraging Mair to be involved in her community again. • Building resilience/confidence -supporting Mair as she copes with changes • Encourages openness and honesty • Follow the Code of Professional practice/conduct. • Recognise the relationship as equal partnership so the worker does not have the power/abuse the power <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 4 marks |
| 9. | <p>Award 1 mark for each point given up to a maximum of 3 marks</p> <ul style="list-style-type: none"> • Follow the code of conduct/professional practice • Keep up to date with any safeguarding training on offer • Followed polices procedures /agreed ways or working • Report additional support needs/gaps in provision | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <ul style="list-style-type: none"> • Work in-line with role and level of responsibility (e.g. shopping not agreed)/ Completed only the tasks outlined in the personal plan • Keep record/receipts of any spending that is needed • Do not use social media with individuals <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 10. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Make sure individuals are aware of their rights • Put individuals in control of their care i.e. voice and control • Provide care in person centred way/promote independence • Provide individuals/families/carers with information on how to raise concerns • Make sure clear information is provided on how services will be provided and expectations of all staff • Complaints policies and procedures are explained to individuals/ families/carers • All documentation is provided in different accessible formats/ large print, language preferences • Provide an open and honest culture • Provide ways on how individuals/families/carers can contact domiciliary care agency <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 11. | <p>Award 1 mark for each activity given up to a maximum of 1 mark.</p> <ul style="list-style-type: none"> • Attend meetings with Mair • Record meetings attended with Mair • Support Mair to understand what is being discussed • Take an unbiased view/not taking sides • Make sure Mair's voice is heard/ taken seriously • Make sure Mair is listened to when decisions are being made • Support Mair to be aware of how to keep herself safe in the future/access to supporting services • Support Mair to communicate with other services/professionals i.e. she has speech impairment/ stroke has impacted her speech | 1 mark |

| Question | Answer guide | Maximum marks |
|----------|--|-----------------|
| | <i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i> | |
| | Total unit 001: 10 marks, unit 006: 20 marks | 30 marks |

Question Set C Mark Scheme – Mair

| Mark Scheme – Mair Question Set C | | |
|-----------------------------------|--|---------------|
| | Unit 001: Principles and values of health and social care (Adults) Unit 006: Safeguarding individuals | |
| Question | Answer guide | Maximum marks |
| 1. | <p>Award 1 mark for each reason given up to a maximum of 3 marks</p> <ul style="list-style-type: none"> • To build trust /rapport • To promote health and well-being (emotional and/or physical) • To uphold individuals rights/ human rights e.g. right to privacy • To make sure individuals choices/ wishes/views are met /taken into account • To demonstrate value for Mair’s background/ • To promote equality/diversity/inclusion • To promote independence • To support person centred practice • To encourage choice, voice and control/co-production/consent • To meeting regulatory/legislative requirements • To avoid disciplinary/prosecution/fitness to practice hearings • To promote safeguarding • To promote positive risk taking <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 2. | <p>Award 1 mark for each reason given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • It allows Mair to access the care and support agreed • It provides continuity/consistency of care and support • It helps to identify any gaps in service provision. • Mair’s care and support is monitored and reviewed • It is a holistic approach to meeting Mair’s care and support needs • Mair knows/agrees the outcomes of the plan • Mair knows what to expect/what will happen during visits • Mair has a voice in her care and support/ contribute to the personal plan • It provides individualised care/ Mair is at the centre of care and support | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 3. | <p>Award 1 mark for each example up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • Agreed preferred methods of communication • Giving Mair time/ Making sure Mair is comfortable before moving on the next stage of support • Personal plan documents communication methods • Workers will show Mair options of clothing one item at a time • Workers will wait /recognise thumbs up/ thumbs down • Cariat Mair has a reputation for person centred care <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 4. | <p>Award 1 mark for each point given up to a maximum of 2 marks.</p> <p>Gail</p> <ul style="list-style-type: none"> • Is acting in the role more of family carer with Mair/ not acting as professional with Mair • Does not understand/recognise professional boundaries • Does not understand the importance of policies and procedures • Lacks awareness of her emotions/ not reflecting on how her experience of caring for her mum is influencing her practice • Continues with caring role after Mair has gone into hospital • May have an understanding of what Mair is going through/empathy • She has not followed the personal plan and carried out duties outside of this <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 5. | <p>Award 1 mark for each example given up to a maximum of 4 marks.</p> <p>Gail</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <ul style="list-style-type: none"> • Does not follow the personal plan// she is doing additional tasks • Does not record the additional tasks • Does not follow organisation's policies procedures (e.g. handling money/receipts) • Does not notify Cariad Mawr that Mair has additional needs • Is friends with Mair on social media/Does not follow social media policy • Messages Mair via social media • Takes Mair's purse • Visits Mair in hospital <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 6. | <p>Award 1 mark for each factor given up to a maximum of 2 marks.</p> <p>Workers should</p> <ul style="list-style-type: none"> • Follow Code of Professional practice/ work in line with professional boundaries • Adhere to the personal plan / not provide additional tasks without further advice/ consistency of practice • Adhere to duty of care to Mair/meet the relevant standards of practice • Report any gaps in service provision so action can be taken if needed. (e.g. Mair needed additional support – shopping) • Follow policies and procedures when dealing with finances of individuals (e.g. recording, receipts) • Report any concerns in line with safeguarding regulations. <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 2 marks |
| 7. | <p>Award 1 mark for each point given up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • Explain professional boundaries (e.g. individuals cannot befriend workers) • Explain dangers/risks of sharing personal information online • Explain dangers/risks of sharing financial information • Explain to Mair that she cannot share information such as photos/videos of workers • Advise Mair not to share her location/location settings • Explain to Mair the dangers/risks of accepting people/organisations she doesn't know. | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|---------------|
| | <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 8. | <p>Award 1 mark for each responsibility up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • To work with individuals to identify possible risks / help individuals keep themselves safe • To know how to report concerns • To know the signs and symptoms of abuse, harm or neglect • To promote health and well-being of individuals • To know about different types of abuse and harm • To follow policies and procedures in relation to safeguarding/duty to report • To know organisation's whistle blowing policy • To keep any reports/notes of factual/ opinion free • To respond appropriately to any disclosures • To explain role of reporting to individuals i.e. not promise to keep anything <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 3 marks |
| 9. | <p>Award 1 mark for each person given for 1 mark only.</p> <ul style="list-style-type: none"> • Gail's neighbour • A friend • Family member • Professional /Independent Advocate • Representative from advice agencies (e.g. Citizens Advice Bureau) • A Solicitor <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | 1 mark |
| 10. | <p>Award 1 mark for a limited response which shows little knowledge and understanding of situations and/or actions that may increase the risk of financial abuse. The response does not make specific links between situations and/or actions and Mair.</p> <p>Award 2 marks for a basic response which shows some knowledge and understanding of situations and/or actions that may increase the risk of financial abuse. The response attempts to make some links between the situations and/or actions and Mair.</p> | 4 marks |

| Question | Answer guide | Maximum marks |
|----------|--|---------------|
| | <p>Award 3 marks for a good response which shows knowledge and understanding of situations and/or actions that may increase the risk of financial abuse. The response makes links with how the given situations and/or actions have contributed to Mair's situation.</p> <p>Award 4 marks for an excellent response which shows detailed knowledge and understanding of situations and/or actions that may increase the risk of financial abuse. The response makes clear and detailed links with how the given situations and/or actions have contributed to Mair</p> <p>Answers are likely to include:</p> <ul style="list-style-type: none"> • Mair lives alone and has no close family so is isolated/ limited support to help with decision making/finances. • Mair's speech impairment/age/frailty makes her an adult at risk of being exploited- for example a worker may claim that is what they thought Mair meant • This is Mair's first time she is in receipt of care and support so she is reliant on workers conducting themselves appropriately/trust • Mair will be receiving increased visitors/support so more open access to home/ safeguarding issues • Mair likes to keep large amounts of cash with her/ risk of theft • Mair does not ask for receipts cannot track her spending • Mair gives Gail her purse willingly / trusting and leaving herself without • Mair is happy with the cost of items and does not question cost with Gail • Mair has her own home/assets so may be potential target for financial abuse / view she would not miss the money <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| 11. | <p>Award 1 mark for each point up to a maximum of 3 marks.</p> <ul style="list-style-type: none"> • It can help to identify issues with own practice (e.g. not recording purchases) • It can help to identify how to improve own practice • It might prevent Gail from making the same mistakes again • It can help to identify further training/development needs • It highlights the importance of policies and procedures/helps Gail to understand their importance • It highlights the standards that are expected of workers (e.g. Code of Conduct and Professional Practice) | 3 marks |

| Question | Answer guide | Maximum marks |
|----------|---|-----------------|
| | <ul style="list-style-type: none"> • It highlights the importance accountability for own actions <p><i>Other valid responses provided by candidates, which are not listed in the indicative mark scheme, should be accepted at the discretion of the assessor.</i></p> | |
| | Total unit 001: 10 marks, unit 006: 20 marks | 30 marks |