

Level 3 Lead Examiner Report 1906

Summer 2019

**Level 3 National in Health and
Social Care**

**Unit 2: Working in Health and
Social Care (31491)**

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A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

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Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

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Working in Health and Social Care (31491)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	11	23	35	47

Introduction

This was the fifth opportunity for students to sit this external unit which has generated varying levels of knowledge and understanding of working in health and social care. The format of the paper followed the format established by the additional sample assessment material published on the Pearson website. The paper consisted of four questions, each based on a case study to cover ill-health, learning disability, physical/sensory disability and age-related needs. Each question was broken down into sub questions with different weightings from two to eight marks. The marks allocated reflected the command verb of the question, and therefore the level of detail required from the students. The extended responses were marked by a levels-based approach where the overall quality of the response was considered rather than the specific number of facts stated with those achieving the level 2 and 3 marks addressing the command verb and applying the evidence to the case study given.

Some students struggled with interpreting the requirements of questions and would benefit from practicing reading exam questions and understanding how the command verbs and marks available link to the answer required by the question. They would also benefit from practising applying their knowledge to case studies.

Introduction to the Overall Performance of the Unit

Overall students responded well to the paper, they appeared to have enough time to complete their answers and there were very few questions that had not been attempted. The format of the paper followed those of previous series, and students who had completed mock exams using the SAMs available on the Pearson website would have been familiar with the four questions/four scenario format of this examination paper with a focus on people with ill health, learning disability, physical/sensory disability and age-related needs. There was evidence that students had an accurate understanding, knowledge and direct experience of working in the health and social care sector with a good understanding shown of key terminology such as 'Empowerment' and 'Confidentiality'. However, some students despite having a good understanding of these key areas were not able to apply their knowledge to the various scenarios.

Some students did not read the question carefully and misunderstood what was required in their answer. For example, question 1a required 'sectors' providing health and social care services, yet a number of students stated health and social care professionals or health and social care settings. Similarly, question 4a required work-related skills of a healthcare assistant and some students named tasks they would

carry out rather than work-related skills. A significant number of students struggled with understanding how organisations represent the interests of services users for question 4a. Some did not attempt to answer this question and some included aspects of support such as ramps to access buildings. Some students also struggled with the term 'working practices' and tended to repeat this term throughout their answer. However, overall, it was pleasing to see a better understanding of the role of an occupational therapist and most students were able to gain marks related to the role of a midwife.

The most successful responses came from students who were able to apply effective examination techniques and could explain and justify the points they were making when answering the higher mark criterion levelled questions. Students who made direct and accurate references to the scenarios often gained higher marks.

Individual Questions

Question 1 was based on an adult who is being treated for mouth cancer in hospital and following surgery has difficulties with eating and communication.

Students were required to show their understanding of the sectors that provide services, the support provided by an advocate, responsibilities of a healthcare assistant and barriers affecting ongoing care.

Q1a:

Overall many students achieved the full 2 marks showing a good understanding of the different sectors. As the public sector was included in the question, they needed to name voluntary and private.

Some students are still including far too much detail when they are asked to state something. Full marks can be achieved by just naming two sectors and no further information is needed.

2 marks awarded – (1) mark for private sector and (1) mark for voluntary sector.

- 1 (a)** The NHS (National Health Service) hospital services are provided by the public sector.

State the other **two** sectors providing health and social care services.

(2)

1 private sector

2 voluntary sector

0 marks awarded – the student has misunderstood the question and named two settings.

1 (a) The NHS (National Health Service) hospital services are provided by the public sector.

State the other **two** sectors providing health and social care services.

(2)

1 ~~Care home~~ Day centres

2 GP practice

Q1b:

Overall the students responded well to this question and showed a good understanding of the role of an advocate. Where students did not achieve full marks, it was mainly because they had either repeated the same point or had referenced things that an advocate would not do.

4 marks awarded – speak on behalf of Jason with professionals – information is clear and receives the most effective care (2) marks. Support his rights/explain the care – individualised care/empowering him (2) marks. The student has shown a very good understanding identifying two relevant ways the advocate could support Jason and expanding these appropriately to receive full marks.

(b) Describe **two** ways an advocate could support Jason.

(4)

1 Since Jason has speaking difficulties due to surgery, an advocate could speak on his behalf when communicating with Professionals, so information is clear and Jason can receive the most effective care possible

2 An advocate could also help support his rights and wellbeing by explaining the difficulties of having a surgery (plus undergoing cancer treatment) so people working with Jason understand his situation better and can provide better individualised care, making him feel empowered and respected

2 marks awarded – speak to professionals – so they understand his needs. The student has then repeated the same thing using slightly different wording.

(b) Describe **two** ways an advocate could support Jason.

(4)

1 They could support him by telling professionals what his needs are and what he requires to have. This will help professionals understand his needs.

2 Another way would be by communicating with the professionals, so his well-being is paramount and understood. This will help so that professionals have a clear understanding of his enquires.

0 marks awarded – the student has misunderstood the role of an advocate so could not be awarded any marks.

(b) Describe **two** ways an advocate could support Jason.

(4)

1 They could help him feel more understood by creating different communication techniques that he could use

2 provide emotional support as someone to talk to when he becomes frustrated

Q1c:

Most students showed some understanding of the responsibilities of a healthcare assistant. However, as this is a levelled response question in order to achieve the level 2 and 3 marks, they needed to apply their knowledge to the scenario. Level 1 responses showed an understanding but gave general responses that identified or described and were not applied to the scenario. Some students also misunderstood what a healthcare assistant was and referred to a care assistant or domiciliary carer in their response.

Level 3 - 6 marks awarded – the response is well linked to the scenario to demonstrate a thorough knowledge of the responsibilities of a healthcare assistant.

a health care assistant would be responsible for jasons wellbeing. e.g. if he can not wash, clothe or feed himself the healthcare assistant would do this for him. as he has just had an operation in his mouth he may not be able to eat, so therefore if he is being fed through a tube the health care assistant may be responsible for changing his feeding tube and making sure he gets the meals he needs at the right times. the health care assistant may also be responsible for giving jason his medication and informing or talking to doctors regarding any concerns around that topic. they also may be responsible for keeping an eye on his wound and making sure it is healing properly, as well as administering care for the wounds when needed. a health care assistant has an overall duty of care for jason and it has to make sure he is getting high quality care as well as support.

Level 2 - 4 marks awarded – the response is partly linked to the scenario to demonstrate some understanding of the responsibilities of a healthcare assistant.

The healthcare assistant can firstly help with Jason's diet. Because of Jason's surgery in his mouth he may have to be fed through tubes or other ways. The healthcare assistant can help Jason with eating or drinking to ensure that there will be no other issues with his health because of his diet.

The healthcare assistant also has to take the blood pressure to see if it is at a normal rate and make sure nothing else affects his health.

Also, the healthcare assistant must assist Jason with any personal care that he is unable to do himself.

Level 1 - 2 marks awarded – the response shows some basic understanding of the responsibilities of a healthcare assistant, but the student has not explained or applied this to the scenario.

Health care assistant would be responsible for helping him to eat such as because he is unable to eat, could feed him suitable food.

Checking heart rate, monitoring his health.

Acting as a source of council ensure that he is emotionally okay by trying to fit his needs.

Q1d:

Overall students were able to show an understanding of barriers although some students focused on general barriers and did not link these to how his ongoing care may be affected. The responses gaining the higher marks demonstrated accurate knowledge and understanding and could link the barriers with the scenario and discuss how these may affect Jason's ongoing care.

Level 3 - 8 marks awarded – the response shows accurate and detailed knowledge and understanding of the potential barriers and these have been discussed in relation to the scenario and how Jason's ongoing care may be affected.

Some barriers that could affect Jason's ongoing care is his geographical location and this can limit his access to transport, meaning he may not be able to get to a particular health service. Jason may also have certain beliefs and religious preferences such as only seeing a male doctor etc which could also form a barrier limiting the appointments available to him. If Jason cannot work due to his operation then ~~there~~ finance's could also become a problem for Jason accessing care as he may not be able to afford to travel to and from the health services. There may be problems in his care plan. The NHS services are very stretched to provide care for everyone who needs it, this may be a problem in Jason's ongoing care due to the lack of appointments available and the waiting lists in accessing the correct care for him. Due to Jason's communication issue, he may find it difficult in the process of making his appointment due to him not understanding.

Level 2 - 5 marks awarded – the response shows some knowledge and understanding of relevant potential barriers and the student has attempted to discuss these in relation to the scenario and how Jason's ongoing care may be affected.

a barrier that may affect his ongoing care is him not being able to voice what he needs help with or any worries or concerns, this is a barrier as if he struggles to voice make himself understood the ongoing care may not be suitable for him which then could cause further problems down the line.

Another barrier is staff that are available in the hospital the time he is in need. Something urgent may need addressing with Jason however there may not be someone able to speak to him at that time, this could cause him to become distressed and attempt sorting it himself which could make matters worse.

The correct services needed for Jason's care may not be available for him which may limit how much help and support he gets.

Level 1 - 2 marks awarded – the student has made a good start to this but has only considered the possible communication barrier. The response shows some knowledge and understanding of this barrier and how it may affect Jason’s ongoing care but due to the isolated knowledge shown this could only be awarded at mid-level 1.

A barrier that could affect Jason's ongoing care is the fact that he has difficulties communicating, as this frustrates Jason, he may feel embarrassed when he is not understood. This could prevent Jason from going to appointment or seeking further help which could have an impact on his recovery in the future. Another barrier that could affect Jason's ongoing care

Question 2 was based on an adult with a learning disability who lives at home and attends day centre. She can communicate verbally but struggles to explain her needs. Students were required to show their understanding of professionals who could support communication issues, anti-discriminatory responsibilities of health and social care workers, safeguarding and how multi-disciplinary teams can empower individuals.

Q2a:

Overall this question was answered well with most students able to gain full marks. Some missed out on marks by including therapist, counsellor, nurse and interpreter for example. Even though the question only required them to state two health and social care professionals some students are spending time including too much detail.

2 marks awarded – (1) mark for advocate and (1) mark for speech therapist.

2 (a) State **two** health and social care professionals who could support Nicky's communication issues.

(2)

1 Advocate

2 Speech therapist

0 marks awarded – the student has misunderstood the question and answered as if the individual in the scenario had psychological problems although this was not in the scenario.

2 (a) State **two** health and social care professionals who could support Nicky's communication issues.

(2)

1 Counsellor

2 Psychologist

Q2b:

Students generally showed a good understanding of anti-discriminatory practice. Where students did not achieve full marks they often did not expand on their answer and in some cases, students referred to 'treating people the same' rather than equally or fairly. They need to understand that treating everyone the same would not be respecting their individual needs.

4 marks awarded – treating equally (1) follow Equality Act and meeting policies and procedures (1). Ensuring care based on her preferences (1) encourage to make personal choices (1).

(4)

1 treating Nicky equally by ensuring all her needs are met and therefore working in respect to the equality act, ~~also~~ ~~and~~ therefore meeting policies and procedures.

2 Ensuring that her care is centred around her preferences by encouraging her to make her own individual choices about her care.

2 marks awarded – 1 mark was awarded for each response – treat equally and treat with respect. The student has not expanded on these so could not be awarded the additional marks. If they had perhaps expanded to refer to following policies and following the Equality Act 2010 they could have received full marks.

- (4)
1. Treat all individuals equally no matter the disability, race, age, sex or religion. They still have their rights as individuals and should not be ~~talked~~ spoken to differently.
 2. Ensure all individuals are treated with respect and listened to. Respect the individuals and do not ~~talk~~ talk to them aggressively or tauntingly.

0 marks awarded - the student has not shown they understood anti-discriminatory practice.

(4)

1. Making sure Nicky is where she should be in life. For example making sure she is doing things 18 year olds should be doing -

2. Making sure Nicky is eating and drinking enough, so she does not feel hungry and dehydrated.

Q2c:

Most students showed some understanding of how service users are kept safe including areas such as risk assessments, staff training and following policies and procedures. Students who were awarded level 3 marks could apply their knowledge and understanding effectively and accurately to the scenario meeting the requirements of the explain descriptor. Level 1 responses showed an understanding of safeguarding but did not link the responses to the scenario to explain. Some students spoke about relevant aspects but then rather than consider how these kept her safe tended to keep repeating 'keep safe' in their response.

Level 3 - 5 marks awarded – the response has shown a thorough knowledge and has explained the measures to consider how these will keep the service user safe.

The Data Protection act will keep Nicky safe as it ensures all her personal information is securely kept away and only used when necessary. This will keep Nicky safe as it will stop un-authorized access to her personal information and stop it being used excessively without her permission. Also safeguarding training will keep Nicky safe, this allows staff to identify any safeguarding issues and taking the correct action if it does occur. This will keep Nicky safe as she is at less risk of harm and abuse. Policies and procedures will also keep Nicky safe as staff will have to follow this to guide safe practice. This will keep Nicky safe as their are rules to stop incidents. A risk assessment will cause Nicky to be safe as it highlights any risks and how to overcome them, this is keeping Nicky safe as the severity of the risk is reduced because everyone is aware of what to do if it occurs. Nicky is also kept safe by being aware of fire procedures in case of an emergency she knows the closest point of exit.

Level 2 - 4 marks awarded – the response has shown a mostly accurate level of knowledge and understanding and some of the measures are considered in relation to how these will keep the service user safe.

Nicky is kept safe by different policies and procedures that are put in place for her and other members of the day centres. In the day centres a health and safety assessment will be carried out. This will ensure that there will ~~not~~ be nothing to harm Nicky while she is at the day centres. Infection control policies are put in place in day centres to ensure that Nicky will not become sick. Some of the policies will include hand ~~are~~ washing stations. Nicky will be around trained professionals who know how to care for individuals with the same disability as her. Another thing is that whistleblowing policies are also put in place. This will mean if that any staff in the day centre feel like the service is not reaching the correct standards they will say something to the authorities, who should then inspect the day care centre.

Level 1 - 2 marks awarded – the response has shown some knowledge and understanding but the response has not been developed to consider how these things would keep the service user safe.

Nicky is kept safe at the day centre by following policies and procedures put in place by the centre manager. Workers must be familiar with them and apply them. Another way that Nicky is kept safe at the day centre is the reporting and recording accidents and incidents procedures. This means that the workers know if an accident has taken place allowing them to be kept safe. Nicky is kept safe by the control of infection measures. This prevents Nicky catching an infection causing her to be ill. Equipment is checked and meets the national occupation standards to make sure that it is safe to use.

Q2d:

This was a levelled response which asked students to discuss how the multi-disciplinary team could empower Nicky. Generally students showed some understanding of empowerment but many students did not discuss this in relation to the multi-disciplinary team. Some students also referred to the multi-disciplinary team as an individual rather than a team.

Level 2 - 6 marks awarded – the response shows some knowledge and understanding with some points linked appropriately to the case study. The evidence includes a partially developed discussion meeting the requirements of level 2.

Firstly, a multi-disciplinary team could empower Nicky by allowing healthcare professionals to take a holistic approach. For example, a youth worker may befriend her and build a rapport with Nicky, this way she'll feel like an individual rather than just a patient. The youth worker could also empower her by acting as a bridge between herself and medical doctors who may use jargon that Nicky may struggle to understand. Secondly, the MDT could empower Nicky as they could refer her to the necessary healthcare professionals who could promote her independence, e.g. a social worker could work along side her & help by suggesting necessary adjustments to her home but also her workplace if she is unable to get a job. Positively, a MDT can also prevent Nicky from having to repeat herself as this would allow them to pass on appropriate information as Nicky may become tired of explaining herself to healthcare professionals. Lastly, an MDT could empower Nicky by putting her at the heart of the provision & ensuring that all her needs are met.

Level 1 - 3 marks awarded – the response shows some knowledge and understanding of empowerment and has made some links to the scenario. However, there is some confusion about multi-disciplinary teams. The student has referred to some individual professionals and then refers to the 'multi-disciplinary team at the centre'.

The speech and language therapist can empower her by helping her with her communication difficulties. This empowers Nicky because once she is able to communicate with the therapist, her confidence will have boosted and then she will be able to communicate a lot more than she used to.

The support worker could empower Nicky by showing her the progress that she has made ~~to~~ from when she first started to attend the centre. This will boost her self esteem because it will show her that she is able and has overcome the struggles that she had.

The Multidisciplinary teams at the centre could also empower her by providing support groups. These support groups could help with her communication difficulties and other difficulties she may face and boost her self concept.

Level 1 - 1 mark awarded – the response shows some isolated elements of knowledge about empowerment linked to having a say in her care although they have not discussed this to show an understanding of multi-disciplinary teams.

they could empower her by allowing her to have her own say and make decisions to do with her care.

engage her with certain activities that will allow her to perform her daily activities herself.

She is only 18 therefore she might want to go into further education. The multidisciplinary team should tell her the routes she can take and provide information to do with that.

gives nicksy that wider range of communication skills that will ensure she is able to seek help where it is necessary. it sort of gives her a voice of her own. and self confidence back.

Question 3 was based on an adult with mobility problems who uses a wheelchair. They live independently and have support from a domiciliary carer. The students were required to show their understanding of how organisations represent the interests of service users, responsibilities of an occupational therapist, how inspection improves services and how employers keep staff safe.

Q3a:

Students generally did not answer this question well with some not attempting it. Where students achieved the full two marks, they identified two relevant ways such as feedback, charities and advocacy. Where students did not achieve full marks, they tended to include advocacy which gained them one mark.

2 marks awarded – in this response the student has referred to charities and patient groups. However, they did not need to expand on their answers as the question asked them to state.

3 (a) State **two** ways organisations could represent the interests of service users like Juan. (2)

1 Charities like Mind, age UK and mental health foundation and Mencap support service users interests in all in specific ways, Mencap would support Juan with his rights and listen to how his care/life can be improved

2 Patient group listen to the views and opinions of service users so that their views can be taken into consideration when improving care and support

0 marks awarded – the student has misunderstood the question and included ways of improving access for the wheelchair.

3 (a) State **two** ways organisations could represent the interests of service users like Juan. (2)

1. making all places available to access. For example, ramps so that Juan can get up and down ~~from~~ easily ~~using~~ using his wheelchair.
2. making his home and the facilities in it accessible

Q3b:

Overall students showed a better understanding of the responsibilities of an occupational therapist. Students who answered this question well-tended to use adaptations and aides linking these with supporting his independence and activities of daily living.

4 marks awarded – the student has linked adaptations with supporting independent living to gain 2 marks and has also clearly understood the role of the occupational therapist in monitoring/assessing the service user to review if they are benefitting from the adaptations for a further 2 marks.

(4)

1 An occupational therapist will work with individuals with disabilities and conditions to help them live a more independent life by making adaptations around someone's home or environment such as ramps, handrails, lifts etc.

2

An occupational therapist will regularly monitor the service user with the adaptations in place to see whether they are benefitting from the changes and becoming more independent, making progression. These adaptations will be reviewed by occupational therapist.

2 marks awarded – the marks were awarded for the second response for teaching him how to use equipment to make daily tasks easier. The student was not awarded any marks for the first response as this does not link with the responsibilities of an occupational therapist.

(4)

1. helping him recover mentally. So if he feels bad one day about his mobility problems the OT can offer support on why he feels like that and why having mobility problems is not a bad thing
2. teach him how to use more effective equipment in his house such as kitchen tools or a stair lift. In doing this they make Juan's life and daily tasks easier.

0 marks awarded – neither response is relevant to the responsibilities of an occupational therapist.

(4)

1. The responsibility of an occupational therapist is to ensure that the service user they are dealing with has some sort of plan to overcome their problems. This could be difficulty getting to places which cause barriers.
2. They could help with shopping and ensuring that they are able to do everything without difficulty

Q3c:

Overall where student had a good understanding of inspection, they applied this to consider how this may improve services. These included the feedback, reports and action plans put in place by inspection and the improvements this may lead to such as

26

additional staff training and a review of policies and procedures for example. This was a levelled response which required students to apply their knowledge and understanding effectively and accurately in order to gain level 2 or 3 marks. Level 1 responses showed some understanding of aspects of the inspection process

Level 3 - 5 marks awarded – the response shows accurate knowledge and understanding of inspection and considers how improvements may be made to services.

Regulatory bodies such as the care quality commissioners (CQC) are the main inspectors for health services. ~~When they~~ once services are inspected, they are graded. After they are graded the regulatory bodies give the organisation improvements to implement. If these improvements are not implemented immediately there is a notice/warning handed out which gives the service a time limit to implement changes. If the services are seen as terrible there may be adaptations to the professional register which can limit the amount of services they provide. Examples of how services are improved can be done by increasing the amount of staff training or even ensuring that confidentiality is maintained. Ofsted is the inspector for services in which provide education for children, young people and adults.

Level 2 - 4 marks awarded – the response shows mostly accurate knowledge and understanding of inspection and considers some improvements that may be made to services.

Services are improved by inspection by offering constructive criticism which helps the service and the staff/manager to know how to improve the service. Regulatory bodies such as the care quality commission (CQC) will inspect and monitor services and suggest changes that will improve the service and ^{the} overall quality of care. Services are also improved by inspection by ~~how~~ ensuring all staff ~~of~~ have correct training to ensure continual professional development (CPD). If this is not the case then staff can be sent on training courses ~~of~~ or have revalidation. This improves the service because then patients are guaranteed best practice and quality care. Services are also improved by ~~inspe~~ inspection because they know what they need to improve on but they also gain recognition and encouragement through praise. This helps the service to know they are being supported and that they are doing things right.

Level 1 - 2 marks awarded – the response shows isolated elements of knowledge and understanding of how inspection may improve services.

After an inspection the care setting may be told what needs changing and how they could possibly do things differently. By having this discussion, service providers should be able to understand the importance of the changes. Having somebody else's input can encourage others to do things differently in order to provide the best quality care for service users.

Q3d:

Overall students showed some understanding of how the employer could keep Rosie safe when she is at work. Many learners considered risk assessments, staff training, providing equipment and policies and procedures relevant to lone working. This was a levelled response question where students who were awarded level 2 and 3 marks could apply accurate knowledge and understanding linked to the scenario and discussed different aspects. Some students did focus on the service user being aggressive which did not relate to the scenario.

Level 3 - 8 marks awarded – the response shows accurate and detailed knowledge and understanding of how employers can keep employees safe. The points included were relevant to the scenario and the response includes a well-developed discussion.

Rose's employer can make sure that she is kept safe at work by following the Health and Safety at Work Act (1974). Within this act the employer should be offering Rose PPE such as gloves, aprons and ~~face~~ hairnets when on the job. As within this act they need to be following the caution of substances harmful to health (COSHH) as well. This could be things such as infection, needles and faeces. By having Rose protected from infection it means that she is less likely to fall ill or catch anything for herself. Rose's ~~own~~ employer also needs to make sure that she has all the correct training for the job such as manual handling training, this may not come into play much but if there is an issue with Juan she knows what to do.

Rose should also have a right to refuse doing a job if it is not within her knowledge or ~~safe~~ something that she may not feel comfortable doing. This is keeping her safe.

Level 2 - 5 marks awarded – the response shows some accurate knowledge and understanding of how employers can keep employees safe. Some of the points included were relevant to the scenario and the response includes a partially developed discussion.

Rose's employer makes sure she is safe in work by having health and safety regulations and procedures that are relevant to protecting her and other staff members as well as the service users. Rose's employer must have a clear code of conduct that is reinforced regularly so Rose and other members of staff are always kept up-to-date. Rose must have access to first aid training and facilities in case an accident occurred at work and she has the right equipment there. Rose's employer must ensure that there is a procedure to report an accident, detect, report and record. This helps prevent any further accidents by assessing how they can prevent the previous one. It is also important that regular and evidenced check-ups on facilities is done by Rose's employer to ensure the safety of Rose and others in the building. Rose's employer must have a safe way of disposal for any harmful substances for example any dangerous cleaning products. All this helps protect Rose and others under the supervision of Rose's employer.

Level 1 - 2 marks awarded – the response shows isolated knowledge and understanding linked to training and moving and handling. These points are relevant to the scenario, but the information related to violence is not relevant to the scenario given. There is little evidence of discussion included.

Before Rose was assigned to the job they would have done ~~check~~ checks on Juan to see if he had any violent history. Assessment will be made so ~~people~~ Rose knows what needs to be done for Juan. Rose should have training on how to defend herself in case of an emergency. She should also feel confident enough to go and discuss any issues she has. If any violent history is discovered Rose should be made aware so she can be prepared. An inspection will help her ~~stay~~ stay safe because if she's doing a certain lift the ~~the~~ wrong way and she drops the patient and they ~~both~~ get hurt then that isn't safe, so being inspected will help as she can be trained to lift correctly.

Question 4 was based on a scenario linked to age-related needs with a child in hospital from a family who social services are involved with. The students were required to show their understanding of the work-related skills required by a healthcare assistant, the role of a midwife and social worker, how working practices affect children and how confidentiality can be maintained.

4a:

Overall this question was answered well with most students able to name two work related skills relevant to a healthcare assistant. Where students did not achieve full marks, they sometimes repeated the same skill for example communication and listening or identified tasks that the healthcare assistant may do rather than a skill.

2 marks awarded for two relevant work-place skills.

4 (a) State two work-related skills required by a healthcare assistant. (2)

- 1 Good communication skills
- 2 Good organisation skills

1 marks awarded for manual handling but washing the patient is not a relevant skill.

4 (a) State two work-related skills required by a healthcare assistant. (2)

- 1 manual handling
- 2 washing the patient.

0 marks awarded – the student has included tasks that the healthcare assistant may carry out but has not included relevant work-related skills.

4 (a) State **two** work-related skills required by a healthcare assistant.

(2)

1 A health care assistant can give out medication to patients.

2 They can also bathe and wash patients.

4b:

Overall students showed a good understanding of the role of the midwife. Also a better understanding of the role of the social worker was generally shown compared to previous papers. Where students understood these roles they often gained full marks. However, some students did not fully understand what these professionals do, especially the social worker.

4 marks awarded – in the first response 2 marks were awarded for monitoring the mother and support the mother create a birth plan. In the second response 2 marks were awarded for assess the mother (make sure she is fit to look after the children) and decide what is best for the children.

Midwife

Ensure Josies ^{mother} and the baby are in good health ~~and~~ during pregnancy and after birth. They should monitor mother and baby and also help the ~~peer~~ mother create a birth plan.

Social worker

Ensure that Josies mother is fit enough to look after both Josies and the baby, they should assess Josies mother and decide what is best for the children.

2 marks awarded – both marks were awarded for the first response – monitor during pregnancy and give advice. No marks were awarded for the second response as these things do not relate to the role of the social worker.

Midwife

A midwife would help Josie's mother by delivering the baby. Whilst she is pregnant they will have check ups to see if her mother and the baby are healthy and she will advise her on her diet.

Social worker

Social workers may help to ensure that Josie's financial handle her mother's money. They could help to take Josie to school.

1 mark awarded – the mark was given for making sure the mother was alright during pregnancy (related to monitoring/providing care). The student has then considered the baby rather than the mother which cannot be awarded marks.

Midwife

The midwife would have been scanning and checking the baby's heart beat at every appointment to make sure he/she was ok while also making sure mum was ok throughout the whole pregnancy.

Social worker

4c:

Overall this question was not answered well, and many students did not seem to understand what 'working practices' meant. This was a levelled response which required students to apply their knowledge and understanding of how working practices may affect the children on the ward. They could for example have considered how applying the care values may affect the children. Level 1 responses tended to mention 'working practices' and an aspect of how a child may be affected.

Level 3 - 6 marks awarded – the response shows accurate and thorough knowledge and understanding linked to a range of working practices such as the care values, training, team working and confidentiality. They have linked the evidence to the scenario and have considered the impact on the children.

Staff working practices such as being consistent, approachable and showing the 6 C's of care would reassure children and make them feel less scared about being in the hospital.

Being well trained and using the equipment properly increases the chance children will recover as monitoring and treatment will be more effective and safe.

Communication and liaising between professionals is essential as it ensures the child holistic needs are met. Having a specialist could help a child in a way that a general doctor who's not as knowledgeable in the area could not.

Recording medical details is essential for example after administering medication to a child as without a record of it another professional might supply the same medication leading to a potential overdose.

~~Health~~ Good hygiene from staff prevents the spread of infection deteriorating the child's health.

Level 2 - 4 marks awarded – the response shows some accurate knowledge and understanding linked to the national care standards and the effect on the children has been considered. However, this needed to include a wider range of working practices with clear links to the effects to be awarded at level 3.

If staff working practices do not comply with the national care standards then the children on the ward would be significantly affected. For example, this could lead to malpractice, the development of other impairments to their health, their safety being compromised, delays in referrals, experiencing discrimination because of confidentiality breaches, higher morbidity/mortality rates and an increase in the number of complaints and negative reports made.

Level 1 - 2 marks awarded – the response shows isolated elements of knowledge and understanding linked to the working practices although these have not been developed to show an accurate level of understanding. The possible effects on the children have been considered but not sufficiently explained.

Staff working practices could positively affect children on the ward. For example, if staff follow the correct procedures then children will be safe.

However staff working practices are not always carried out properly, some staff could go against anti-discrimination and perhaps this could negatively affect children on the ward by making them feel upset.

Having empathy and treating children with respect could make children on the ward feel calm as hospitals are daunting for children.

4d:

Overall students were able to show an understanding of confidentiality although many students did not develop their discussion and answered the question generally rather than linked to the scenario. Many responses tended to consider safe recording and storage of information as well as sharing this on a need to know basis. Where

students gained higher marks, they linked confidentiality to the scenario and the fact the child would need an adult to give consent.

Level 2 - 6 marks awarded – the response shows some accurate knowledge and understanding with links made to legislation and the need for parental consent to share information. There is a partially developed discussion which kept the marks awarded in level 2.

The ~~the~~ Data Protection Act states that all personal information about any individual needs to be kept private and confidential. When recording information, the hospital staff need to make sure that Josie and her mother understand that the information contained may need to be shared with other health~~care~~^{and} social care professionals in order for their needs to be met and for their safety. However, this needs to be made sure there is consent before passing any personal information on; due to Josie only being 8 years old, her mother or her guardian will have to give consent for her. Data could be protected by being kept in a safe place such as a documents cupboard which contains files for different service users; this is for paper documents. Paper documents need to be kept in somewhere only healthcare professionals and those who have the right to access it can enter. In addition to this information that is kept stored in a computer has to be protected by password protection. Information may be needed to get passed on if it raises concern to the safety of the service user. This ensures that personal information such as name, date of birth and address and also medication ^{is kept private and confidential.}

(Total for Question 4 = 20 marks)

Level 1 - 3 marks awarded – the response shows isolated elements of knowledge and understanding about confidentiality generally. The student has referred to legislation and some aspects linked to storage of information. The student has not developed their discussion and information about consent could have been linked to the scenario and the age of the child.

Josie's information should remain confidential by following the Data Protection Act. It is vital that her information doesn't get into the wrong hands and only people who need to see it can have access to it. Putting passwords protection in place ensures ~~only~~^{only} the people who need access to her information, can have that access. Josie should have some choice in who can see her information so and the hospital staff should respect her choices and keep her documents in files which only certain people can have access to.

Summary

The students generally performed well on this paper. To ensure they perform to the best of their ability it is recommended that they do the following:

- Students should be familiar and understand the meaning of the command verbs used: identify, describe, explain and discuss. They should be encouraged to focus on the command words and understand the detail required, for example identify or state does not require any expansion of a point and some students provided extensive information that was not required for these questions. However, describe, explain and discuss will always require an expansion.
- Take care to read the questions carefully and highlight or underline key parts. Students missed marks by not fully answering questions, for example in 1d discussing barrier but then not considering how they could affect ongoing care.
- Use the SAMS and for students to look at and attempt exam style questions which they can they review against the mark scheme.
- Students need to practice applying their evidence to set scenarios so that they can understand how marks are awarded in the extended levels-based questions. Students quite often included a lot of information in their responses but then did not apply it to the given scenario which affected the marks they were awarded.
- Students should understand key terminology such as working practices and multi-disciplinary team.
- Students need to develop their understanding of the roles and responsibilities of various professionals including the work-related skills they require in the different roles. This could be supported through relevant work experience placements, visits to different settings or perhaps having visiting speakers from the different sectors.
- Students need to stop crossing out answers even if they are replacing it with further information. Sometimes relevant information cannot be awarded marks because it has been crossed out. If students leave all responses uncrossed, then examiners will consider all available evidence when awarding marks.

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