

L3 Lead Examiner Report 2001

January 2020

**L3 Qualification in Health and
Social Care**

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

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What is a grade boundary?

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.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

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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Unit 2 Working in Health and Social Care (31491H)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	11	23	35	48

Introduction

This was the sixth opportunity for learners 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.

Introduction to the Overall Performance of the Unit

Overall learners 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 learners 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 learners 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 and areas such as 'empowerment' and 'barriers affecting access'. However, some learners despite having a good understanding of these key areas were not able to apply their knowledge to the various scenarios.

Some learners 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 as sometimes where a good general understanding was shown they missed the opportunity to gain additional marks by applying their answer to the scenario.

Some learners did not read the question carefully and misunderstood what was required in their answer. For example, question 3a required two ways that charities

could support an individual, yet some learners named two charities. Similarly, question 4d required learners to consider the importance of good communication between professionals and some learners completed a detailed answer on how professionals should communicate with the child in the scenario. Several learners did not fully understand how midwives are regulated by the Nursing and Midwifery Council and how staff within a hospital are monitored.

Overall, it was pleasing to see a good understanding of health settings and professionals as well as barriers affecting access to services. The most successful responses came from learners 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. Learners who made direct and accurate references to the scenarios often gained higher marks.

Individual Questions

Question 1 was based on an adult who is terminally ill and living at home. Learners were required to show their understanding of the professionals who may administer her medication, how the family could be supported by social care staff, how the individual could be empowered by staff and the advantages of hospice care for the individual and their family.

Q1(a):

Overall many learners achieved the full 2 marks showing a good understanding of the professionals who administer medication.

Some learners are still including far too much detail when they are asked to identify and only needed to name two professionals rather than describing what they would do. In a few cases learners had crossed out an answer that could have been awarded a mark and replaced it with something else that could not be given a mark. If learners include more than 2 professionals after reviewing their answers all their responses are considered when marking. If they cross an answer out and replace it with something else examiners cannot consider the crossed-out answer.

2 marks awarded – (1) mark for nurse and (1) mark for doctor.

1 Nurse.....

2 Doctor.....

1 mark awarded – the learner gave two examples of doctors which could only be awarded once. Where a question is asking them to identify two professionals, they need to make sure these are different. Similar responses were seen giving examples such as nurse and district nurse which again could only be given one mark.

1 (a) Identify **two** professionals who are responsible for administering Angela's medication.

- 1 General practitioner
- 2 Specialised doctor

0 marks awarded – the learner had initially put nurse but had then crossed this out and replaced it with health and social care worker. Neither health and social care worker or support worker can be awarded a mark. If the learner had left nurse and added health and social care worker without crossing out their original answer, they could have been awarded 1 mark for nurse.

1 (a) Identify **two** professionals who are responsible for administering Angela's medication.

- 1 ~~Nurse~~ Health and social care worker.
- 2 SUPPORT WORKER.

Q1(b):

Overall the learners responded well to this question and showed a good understanding of how social care staff could support the family. Many referred to emotional support, advocacy, providing information and respite care. Where learners did not achieve full marks, they had sometimes focused their answer on the mother rather than the family. In other cases, they described how health care rather than social care staff could provide support for the family.

4 marks awarded – (2) marks given for the first response – involve family in discussions/give information to keep them updated/informed. (2) marks given for the second response – refer to support groups/counsellors for emotional support.

(b) Describe **two** ways social care staff could support the family.

(4)

1 involving them in discussions associated with Angelas care; keeping them updated with what will happen to Angela and any changes that may occur. Give them as much information as possible on her condition and what this means for her and her family.

2 Refer them to support groups or counsellors that specialise in this particular situation. They will know the best techniques and advice that will help Angelas family cope in this difficult time.

2 marks awarded – both marks were awarded for the first response – provide respite care (1) to allow the family free time/ a break (1). No marks could be awarded for the second response.

(b) Describe **two** ways social care staff could support the family.

(4)

1 ~~So~~ Provide respite care for the family that care for Angela. This would allow the family to have some free time and benefit for ~~care~~ from ~~the~~ constant care provided.

2 Organise activities for the family to help them get their head off the cancer. This would help them spend some quality time with the mother.

0 marks awarded – in the first response the learner has stated provide professionals rather than considering how they could support the family. In the second response the learner has focused on Angela and considered an occupational therapist which is not relevant.

(b) Describe **two** ways social care staff could support the family.

(4)

1 A social worker may give the family support whilst going through a difficult time. They will provide the family with a group of ~~social~~ professionals who work in the health and social care sector.

2 An occupational therapist would assess and assess their house to ~~assess~~ eliminate any risks that could harm Angela. However, allowing room for the children to spend time with their mother.

Q1(c):

Most learners showed some understanding of empowerment with many responses including areas such as involvement in care planning, person-centred care, promoting rights and allowing individuals to make informed decisions. 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 and make sure they had explained. Level 1 responses showed an understanding but gave general responses that identified or described and did not explain by applying their knowledge to the scenario.

5 marks awarded at the bottom of level 3. The learner has shown a good understanding of the scenario and has linked this with how Angela could be empowered which links with the level descriptor for level 3.

They should consult with Angela to ensure her palliative care is personalised, they could do this by allowing Angela to decide where she would like to stay as she may want to stay at home with her family ^{or in a hospice}. This would empower Angela as she is making her own decisions surrounding how she would like to be cared for. Additionally they could follow a personalised care plan that has Angela's cultural and belief preferences to ensure that she is the focus of the care ^{to ensure} as she is eating the food she likes for example. They could also have a care meeting in which Angela and the medical professionals decide on an end of life plan that Angela has had much say on by deciding how and what she would like to happen.

4 marks awarded – the learner has linked aspects of empowerment to the scenario – providing information to make informed choices and expressing her needs and preferences. The response did not show a thorough knowledge of empowerment so was awarded at the top of level 2.

(c) Explain how staff could empower Angela.

(6)

Empowerment means giving an individual the ~~step~~ right to make choices and decision making for themselves. Staff can empower Angela by ~~g~~ providing her with information and advice on how to achieve best quality of life through this time. Doing this will enable Angela to make choices about her rights and wellbeing and allows her to make informed decisions about her care. Another way a support worker could empower Angela is by giving her the opportunity to express her needs and preferences, during her end of life care she may prefer to have personal care from a female and staff need to respect her decisions and dignity so that her care needs are met. Staff could also protect discrimination in setting from occurring to her, this would be achieved by giving her rights and choices about her care plan.

2 marks awarded - although the learner has included some relevant points linked to empowerment, they have not explained these or linked them to the scenario. This therefore only meets the level 1 descriptor.

(c) Explain how staff could empower Angela.

(6)

Staff would empower Angela by putting her at the forefront of care. They would provide her with individualised care which is equal to other users standard of care. Additionally, holistic care would be given to Angela so that her whole health and wellbeing is being cared for. Angela would also be encouraged to be independent and try caring for her own health. The staff would also maintain her right of choice, dignity so that she can remain an individual. Additionally, she should be included in discussions regarding her health so that she is aware of any possible procedures.

0 marks awarded. The learner has tried to consider the scenario but has not shown any understanding of empowerment and has therefore not answered the question and cannot be awarded any marks.

(c) Explain how staff could empower Angela.

(6)

If Angela decides to stay living at home then a social worker and a health care worker should visit frequently, to not only check up on her but empower her too.

Being told the illness is terminal may make Angela feel like she has lost a sense of pride and dignity. For a health care professional to tell her that she is "strong" and has all the support around her, must bring a sense of encouragement and empowerment back to her.

Empowerment is motivating and encouraging someone to be the best that they can be. Even though Angela is not going to get better, it doesn't mean she can't live her best life in the time that she has left. By health care staff empowering Angela, it'll reassure her husband and her two children that little bit more.

Q1(d):

Overall learners were able to show an understanding of what hospice care was and consider what the advantages of this may be. However, the question asked them to discuss the possible advantages for Angela and her family and in some cases, they focused on either Angela or her family affecting the level they could be awarded at. As this is a levelled response question in order to achieve the level 2 marks, they needed to apply their knowledge to the scenario to discuss the possible advantages and for level 3 the response needed to be fully applied to Angela and her family to consider a range of different aspects in a well-developed discussion. Level 1 responses showed an understanding but gave general responses that considered some relevant advantages but did not develop this to discuss.

6 marks awarded. The learner has shown a good level of understanding of hospice care. They have also discussed some of the possible advantages for Angela and her family. This meets the descriptor for level 2 and has been awarded at the top of that level.

(d) Discuss the possible advantages of hospice care for Angela and her family.

(8)

Advantages of hospice care for Angela and her family is that she will still be able to receive the right care and support from professionals, which will put less pressure on her husband, allowing him to look after the children. For example, ~~she may~~ ^{the nurses} will be able to take care of her day to day needs such as; medication that needs to be taken. This is so that her health is being monitored, allowing Angela to extend her time. Another advantage is that she will be able to socialise with others in hospice care, who may be going through the same or similar terminal illness. Hospice care will also allow Angela's family to be there for her, and ~~look after~~ so that emotional attachment is still there and still being maintained. She will be able to see her children and know that they are being taken care of by her husband. Hospice care means she is receiving formal care from experienced healthcare professionals, which means that she ~~does~~ does not need care from family members. Hospice care provides her with equipment and support to help maintain her health and wellbeing through end of life care.

5 marks awarded. The learner has shown a good level of knowledge and understanding of hospice care and the possible advantages for Angela and her family meeting the requirements for level 2.

(d) Discuss the possible advantages of hospice care for Angela and her family.

(8)

The advantages of hospice care is it is arranged for those with a terminal illness and who are in extreme conditions as they may need palliative care. Also it provides respite care and giving a break to the informal carers such as family members. An advantage is the healthcare professionals would take a holistic approach towards Angela and focus on her physical, intellectual, emotional and social development. However, a disadvantage towards this may be that the patient such as Angela may only want certain symptoms and illnesses to be specifically managed. However, an advantage would be that she would be provided a more personal and individualised care. Another advantage of hospice care would be that healthcare professionals would liaise with other professionals and take a multi-disciplinary approach in providing care for Angela in order to meet her medical needs. The benefits of hospice care could be that specialist support is provided for those with complex needs.

3 marks awarded – the learner has considered relevant point about the possible advantages of hospice care. However, as they did not fully discuss the advantages for Angela and her family, they were given marks at the top of level 1.

(d) Discuss the possible advantages of hospice care for Angela and her family.

(8)

A hospice provides palliative/end of life care for terminally ill patients. One benefit of hospice care is that there is a focus on not only providing care, but on giving the patient the best end to their life as possible. Angela and her family will be dreading the end of Angela's life, so from an emotional perspective it can be comforting for them to know that Angela will die happily. Palliative care also takes some of the strain off of Angela's family, as they may be too distraught to properly care for her. In the hospice she will be looked after by experts who have experience with terminally ill patients.

1 mark given – the learner has only considered having a professional carer as an advantage and has not considered how this may impact on Angela and her family.

The possible advantages of hospice care for Angela and her family are that, they will have a professional hospice carer to look after them whenever they are in need of the hospice carers help. The hospice carer will feel important as she is being taken care of, most of the time. The hospice carer could also spend time with Angela and make sure she is mostly happy and keep her cheerful and joyful.

Question 2 was based on a young adult with a learning disability who lives independently and is pregnant. Learners were required to show their understanding of health settings that may provide care, ways the Nursing and Midwifery Council (NMC) regulates midwives, potential barriers that may affect access to health and social care services and how a midwife may support this individual.

Q2(a):

Overall this question was answered well with most learners able to gain full marks. A few learners missed out on marks by including settings that don't come under health. Even though the question only required them to name two health settings some learners are spending time including further detail on what this setting would provide.

2 marks awarded – (1) mark for hospital and (1) mark for GP surgery.

2 (a) Identify two health settings that could provide care for Jessica.

1 Hospital
 2 GP surgery

1 mark awarded – (1) mark for hospital. The learner has included day centre which could not be awarded as a health setting.

2 (a) Identify two health settings that could provide care for Jessica.

1 Hospital
 2 day centres

1 mark awarded – (1) mark for hospital. The learner has stated GP and could not be awarded a further mark for this. It is important that learners only use GP when referring to the individual professional and where a setting is required, they need to state GP surgery or practice for example.

2 (a) Identify **two** health settings that could provide care for Jessica.

1 GP

2 Hospitals

1 mark awarded – (1) mark for clinic. The learner has then included a professional rather than a setting which could not be awarded a mark.

2 (a) Identify **two** health settings that could provide care for Jessica.

1 Maternity clinic

2 Community mental health nurse

Q2(b):

Where learners gained marks, they showed a clear understanding of how the Nursing and Midwifery Council (NMC) regulate midwives. However, some learners confused the responsibilities of an employer with those of the Nursing and Midwifery Council. For example, some responses referred to the NMC carrying out observations on midwives, setting policies and procedures and carrying out a DBS check when these are what an employer would do.

4 marks awarded – In the first response 2 marks were given – check hours worked every 3 years to make sure they have enough experience (linked to revalidation). In the second response 2 marks were given – has the right qualifications to deliver an appropriate level of care. Although the learner mentioned a DBS check this was disregarded as this is not relevant to the NMC.

(b) Describe **two** ways the Nursing and Midwifery Council (NMC) regulates Jessica's midwife.

(4)

- 1 One way they regulate jessicas midwife is by making sure she has met a certain amount of hours working every 3 years to make sure shes still trained and has enough experience.
- 2 Another way they regulate jessicas midwife is by having a DBS background check, as well as the right qualifications before employment to make sure she delivers an appropriate level of care and to keep service users safe.

2 marks awarded – In the first response (1) mark was given for make sure they follow the guidelines put in place (Code of Practice) so care meets the standards (1). No marks were given for the second response as the NMC would not carry out an inspection to check the policies and procedures are being followed. Learners would find it useful to understand the difference between regulation and inspection.

(b) Describe **two** ways the Nursing and Midwifery Council (NMC) regulates Jessica's midwife.

(4)

1 They will ensure her midwife will follow guidelines put in place so care given meets all standards.

2 They will carry out an inspection to ensure the practice follows all policies and procedures.

0 marks awarded – the learner has considered what a midwife should do in practice but has not shown an understanding of how they are regulated.

1 making sure she is up to date and informed about Jessicas condition. And the care Jess receives is person centred and she has her own plan.

2 Jessica has additional needs so it's beneficial to have a structured routine. Making sure she is available throughout to ensure needs are met.

Q2(c):

It was clear that most learners understood what barriers were with many including geographical, financial and communication barriers. Learners gaining level 2 and 3 marks could apply their knowledge and understanding of barriers to the scenario clearly explaining how these affected access to services. In some cases, responses awarded at level 1 showed an understanding of barriers but had not developed their answers to explain or link to the scenario. For these responses' learners quite often outlined the barrier and then repeated 'affect her access' rather than considering how this may affect access.

4 marks awarded – the learner has considered some relevant barriers and how some of these may affect Jessica's access. They have applied some of these to the scenario so were given marks at the top of level 2.

(c) Explain potential barriers that could affect Jessica's access to health and social care services.

(6)

There could be a language barrier as due to her learning disability, Jessica may not be able to effectively communicate with the professionals or understand what they are explaining to her. This could mean Jessica feels anxious about her care as she isn't fully informed on what the professionals suggest. Also, Jessica may be unable to drive or have access to public transport, so there is a geographical barrier as she may miss crucial appointments and not obtain the advice and support she needs. Finally, there is a social barrier as Jessica may feel scared to attend appointments independently due to her learning difficulties, and as a result she may deliberately miss appointments out of fear of discrimination.

2 marks awarded. Although the learner has considered potential barriers these have not been explained – although the learner has said it makes it hard to access services this is not fully explaining. This was therefore awarded marks at the top of level 1.

There's always a risk of potential barriers that could affect service users access to health and social care services.

Since Jessica has a learning disability, it may be hard for her to communicate her own needs which makes it hard for Jessica to access health and social care services.

A potential barrier is ^{discrimination} ~~scarce resources~~ that could definitely affect Jessica's access to health and social care services. Jessica could be discriminated by her age etc which acts as a potential barrier for Jessica to access health and social care services. This is why all health and social care services need to promote anti-discriminatory practice so service users like Jessica can have access to the care she needs.

0 marks awarded – although the learner has completed a lot of work, they have not considered relevant barriers and therefore could not be awarded any marks.

...
one barrier is surgery that could affect Jessica's access to her health and social care service as when she gives birth her child ^{might} be born with the same condition as her and it will be very ^{difficult} for Jessica to handle her child when giving birth with leading disability that a lot of ~~per~~ women haven't had around the country before.

Another barrier is prescribing medication that can affect Jessica's health to the health and social care services as when Jessica's ~~doctor~~ doctor would give the medication to protect her baby it ~~would~~ might effect her brain and it can cause and have an effect to her unborn child.

Another barrier is having an wheelchair so Jessica can affect her health when Jessica would be in hospital her doctor and midwifery would be busy ~~at~~ with other patients that could give an effect for Jessica walking from the wheelchair by herself

Q2(d):

This was a levelled response which required learners to discuss how a midwife may support the individual. Overall, learners showed a good understanding of the work carried out by a midwife but did not always develop this to consider how this would support the individual in the scenario. As this is a levelled response question in order to achieve the level 2 marks, they needed to apply their knowledge to the scenario to consider how the individual could be supported and for level 3 the response needed to be fully applied to the scenario to consider a range of different aspects in a well-developed discussion. Level 1 responses showed an understanding of the work a midwife would do but did not then consider how this would support the individual.

6 marks awarded – the learner has considered a good range of ways a midwife may support Jessica and has also thought about how this may need adapting to meet her needs to link to the scenario. This was therefore given marks at the top of level 2.

(d) Discuss how a midwife may support Jessica.

(8)

A midwife could support Jessica by monitoring the health and development of her and the baby ensuring she is healthy and provide prenatal care. She will support Jessica by making a birth plan to ensure she is prepared and not overwhelmed or nervous but relaxed. The midwife will support Jessica by giving information and advice and empowering Jessica to make informed decisions about her care, giving her choices. A midwife may support Jessica by regularly giving her advice as they will be aware Jessica has learning disabilities and may find it difficult to process information. The midwife will support her while delivering the baby and will also provide postnatal care which is assessing and monitoring the health and development after the birth of the mother and the baby.

3 marks awarded – the learner has shown some understanding of the general role of a midwife but has not linked this to the scenario. Although the learner has mentioned the name Jessica this cannot be taken as evidence of application to the scenario and was therefore awarded at the top of level 1.

(d) Discuss how a midwife may support Jessica.

(8)

Midwives are responsible for delivering babies such as Jessica's, but also providing support to Jessica and her partner in the nine months before the baby is born. This includes building a trusting relationship with Jessica, monitoring the unborn baby's health and giving advice on what to expect in the coming months. Jessica's midwife should become her go-to person when she has any questions and the midwife should be committed and competent in answering them. By the time Jessica gives birth, she should be completely comfortable and trusting in her midwife.

1 mark awarded. The learner has not shown a good understanding of the role of a midwife and the discussion related to how the midwife could support Jessica can only be awarded at the bottom of level 1.

(d) Discuss how a midwife may support Jessica.

(8)

First, support means to help. Now, a midwife may support Jessica by being her advocate. An advocate is a person who speaks on behalf of an individual to express their views and concerns. The advocate can go with Jessica anytime she is visiting the health and social care service.

Secondly, involving her in any matters concerning her situation. This will help Jessica to express her feelings and concerns and to avoid the situation of avoidance.

Third, Planning a support devising a care plan is can also support Jessica. Her daily activities must be planned and structured so that she will know what to do on daily basis to avoid boredom.

Finally, raising of Jessica's self-esteem. A midwife can do that by encouraging her and using good communication language. This will make her feel how good she is and not a burden.

In conclusion, a midwife supporting Jessica is good because it raises her self-esteem.

Question 3 was based on an adult with a hearing impairment who lives on their own and is in hospital for a hip replacement following an accident. The learners were required to show their understanding of how charities can support individuals, the responsibilities of a doctor in the hospital, how staff at the hospital are monitored and how a multidisciplinary team could support this individual to live at home.

Q3(a):

Where learners gained marks, they showed a good understanding of how a charity could support this individual. These learners included relevant ways such as advocacy, provide equipment/resources, advice, information, befriending service or emotional support for example. However, some learners misunderstood the question and instead named two charities. They need to take care to read the question and perhaps underline or highlight the key words which for this question were 'identify two ways'.

2 marks awarded – (1) mark for offer company (befriending) and (1) mark for offer advice. A good example of a clear and concise response.

3 (a) Identify two ways charities could support Laidan.

1 offer company

2 offer advice.

1 mark awarded – (1) mark given for provide equipment.

3 (a) Identify two ways charities could support Laidan.

(2)

- 1 Help with the provision of technology or mobility equipment.
- 2 Promote his independence

0 marks awarded – the learner has misunderstood the question and has instead named two charities rather than ways a charity could support the individual.

3 (a) Identify two ways charities could support Laidan.

- 1 MENCAP
- 2 Age UK

Q3(b):

Overall learners showed a good understanding of the responsibilities of a doctor with most gaining marks for this question. Learners gained marks for including relevant responsibilities such as prescribe medication/treatment, talk to and examine patient to diagnose their condition, liaise with other professionals and examples linked to following policies and procedures.

4 marks awarded – in the first response (1) mark given for providing medication (1) given for to make sure he is not in pain. In the second response (1) mark given for liaise with other professionals (physiotherapist) (1) given for provide care/maintain health (make sure he is getting mobility back/is getting better).

(b) Describe **two** responsibilities of the doctor working with Laidan in the hospital.

(4)

1 Ensuring Laidan isn't in pain. If he is providing medication that would help.

2 Ensuring he is recovering and getting better. Checking with the physiotherapist to ensure he is getting his mobility back and that he is getting better not worse.

2 marks awarded – 1 mark was awarded for each response. Making sure he is not in pain (treat condition) (1) and making sure he gets the right medication when needed (prescribe treatment) (1).

(b) Describe **two** responsibilities of the doctor working with Laidan in the hospital.

(4)

1 Making sure that he's not in any pain and making sure he is comfortable.

2 Making sure that Laidan has got the right medication when he needs it.

Q3(c):

Overall where learners were awarded marks at level 2 and 3 they had a good understanding of how staff are monitored at the hospital and explained how this was done as well as considering the possible impact. Level 1 responses showed some understanding but gave general responses that identified or described and did not explain.

5 marks awarded. The learner has considered relevant ways that staff are monitored and has considered how this makes sure high-quality care is given therefore meeting the requirements of level 3.

(c) Explain how staff at the hospital are monitored to make sure that Laidan receives high quality care.

(6)

The staff at the hospital would be monitored through their line managers. This is because they need to make sure that their staff is giving high quality care to their service users. Line managers would inspect their staff and give them feedback and any improvements that they may need to have. They would also be monitored through the Care Quality Commission (CQC). They would come into the hospital and inspect how the staff give their care to the service users. They would then write a detailed report about what they have seen and rate the hospital what they think that they deserve. Having staff monitored would make sure that Laidan receives high quality care as they would be able to improve anything that they may have to improve on. They could also be monitored by the General Medical Council (GMC) or the Nursing + Midwifery Council (NMC) they would inspect the staff directly instead of inspecting the whole setting. This would mean that they are able to see if Laidan receives the high quality care that he needs.

4 marks awarded. The learner has considered some relevant ways staff are monitored and have considered the impact of the monitoring. This meets the descriptor for level 2 and has been awarded at the top of this level.

(c) Explain how staff at the hospital are monitored to make sure that Laidan receives high quality care.

(6)

Staff are monitored by professional bodies externally to ensure they are following the standards of codes of practice, this is done as a professional body for example care quality commission inspect how staff are delivering care and report it and take legal action. They are observed to give a rating on the level of care they provide and ensure staff are following their duties such as washing hands after caring for Laidan. They may take service user feedback to ensure the Laidan is not being discriminated against and if so, put risk measures in place to reduce the chance of it occurring. Internally staff may be monitored by managers, as well as family and friends of Laidan to ensure he is being treated fairly and correctly. Staff may be given reports by managers to and receive training.

2 marks awarded. Apart from the CQC and complaints the learner has not considered how staff are monitored and has instead talked about what they should do. For the relevant points they have not developed these to explain them. Therefore, this can only be awarded marks at level 1.

(c) Explain how staff at the hospital are monitored to make sure that Laidan receives high quality care. ✘

(6)

Staff are monitored by professional bodies and inspections via the CQC. They ensure that the service users care is their primary thought and that they are ensuring users with beneficial care and treatment. Staff must abide a code of conduct and ensure that policies and procedures are correctly being followed so that service users feel safe and correctly treated. Additionally, all staff must be properly trained and have a DBS clearance. The staff also need to have infection control knowledge to ensure that nothing is spread around the hospital. Staff should complete regular nsc assessments to ensure that any dangers are notified and corrected. Additionally staff should follow the right to complaint policies, including the whistleblowing policy if they have any concerns about the treatment being provided by other staff.

0 marks awarded. The learner has misunderstood the role of professional regulatory bodies as these do not inspect staff or check they are giving medication on time.

(c) Explain how staff at the hospital are monitored to make sure that Laidan receives high quality care.

(6)

Doctors in the hospital are monitored by the General Medical Council (GMC) they inspect doctors to ensure that the highest standard of care is being provided

Nurses are monitored by the Nursing and Midwifery Council (NMC) they regulate nurses to ensure they are administering medication on time and helping service users shower and use the toilet.

Lastly, the Health and Care Professional Council (HCPC) they monitor all other professionals in the health care settings such as ~~Physio~~ physiotherapists. To ensure that professionals are treating service users correctly.

Q3(d):

This was a levelled response which required learners to discuss how a multi-disciplinary team could support the individual to live at home. Overall learners showed some understanding of what support the individual would need to live at home although many did not apply this knowledge to the multi-disciplinary team. Some learners included information about how individual health and social care staff could support the individual but did not link this with how a multi-disciplinary team work together.

8 marks awarded. The learner has shown a clear understanding of what a multi-disciplinary team is and has given good examples of how they would work together linked to the scenario. They have also considered the impact of this on Laidan and was therefore awarded at the top of level 3.

(d) Discuss how a multidisciplinary team could support Laidan to live at home.

(8)

A multi disciplinary team is when professionals work together to provide more effective care. One way they can support Laidan to live at home is by communicating among them, for example, the doctor & physiotherapist need to communicate to see if Laidan is well & fit enough to live at home. This ensures Laidan's safety but also means Laidan is less likely to injure himself eg: fall, meaning he will not require further care that will cost the NHS money or require their time, & staff. Another way team working could support Laidan is by healthcare professionals liaising with social care professionals so Laidan is supported further when he leaves hospital. Laidan may need a care assistant to help him move around, bathe & cook outside of the hospital, so before he leaves, the nurse who deals with his care plan & release from hospital, could make sure a care assistant is available, so he ~~can~~ ~~for~~ ~~himself~~ is cared for in case he doesn't do it himself when he is home. Although domiciliary care means Laidan will be more comfortable in his own home, it can be difficult to make happen due to cuts in funding meaning they may not have enough staff or money to support Laidan.

(Total for Question 3 = 20 marks)

5 marks awarded. The learner has shown some understanding of what a multidisciplinary team is and has partly linked their discussion to the scenario. This was therefore awarded at level 2.

(d) Discuss how a multidisciplinary team could support Laidan to live at home.

(8)

A multidisciplinary team could organise professionals to provide domiciliary care to Laidan both physically and emotionally to ensure he is maintaining a good standard of health and wellbeing. The professional team could also involve Laidan in meetings about his healthcare to ensure that his needs are listened to and he feels in control of his healthcare, which in effect will support him to live at home as he will feel empowered by this and confident that he is in control of his recovery from his hip operation. The multidisciplinary team may also be able to ensure that he is provided with necessary resources and support for his hearing impairment which he can use in his day-to-day life to support his needs. Also regular meetings about Laidan and his needs will allow professionals to assess how Laidan is managing living at home and make any necessary modifications to his care plan.

2 marks awarded. The learner has focused more on individual professionals rather than considering how a multi-disciplinary team would work together to support Laidan and was therefore awarded at level 1.

(d) Discuss how a multidisciplinary team could support Laidan to live at home.

(8)

one way a multidisciplinary team could support Laidan would be to provide him with an occupational therapist. An occupational therapist will make sure that Laidan's home is a safe / functional environment to live in. For example, ensuring handrails and walk-in showers, to provide easy accessibility for Laidan. Another way the multidisciplinary team could support Laidan to live at home would be provide Laidan with a healthcare assistant. This will support Laidan as a healthcare assistant will ~~for~~ help him with everyday needs such as toileting / bathing / washing and taking medication, allowing him to be cared for whilst living at home. Another way the multidisciplinary could help support Laidan live at home would be to ensure that he is relieving the medication he needs from his local G-P- to ensure that he is recovering, therefore allowing him to feel better and able to live at home and not in care. A final way in which the multidisciplinary team could support Laidan to live at home would be to ensure that he is relieving regular ~~the GP~~, to make sure he is coping well ^{with daily tasks} living independantly at home and if not providing him with **(Total for Question 3 = 20 marks)** facilities he need for example a support worker doing his shopping ensuring that he eats nutritional meals.

Question 4 was based on a child with a long-term health condition who stays in hospital for a few days each week. The learners were required to show their understanding of the work-related skills required by a doctor, the responsibilities of the hospital to make sure their staff meet National Occupational Standards (NOS), how this child can be kept safe while in hospital and the importance of good communication between the professionals caring for this child.

4(a):

Overall this question was answered well with most learners able to name two work related skills relevant to a doctor. Where learners did not achieve full marks, they sometimes repeated the same skill for example communication and listening or identified tasks or knowledge the doctor may do or know which were not linked to a skill.

2 marks awarded – (1) for communication and (1) for problem solving.

4 (a) Identify **two** skills Jake's doctor should have.

- 1 Good communication skills
- 2 Problem-solving

1 marks awarded for either communication skills or active listening. It is important that learners do not give examples for the same skill.

4 (a) Identify **two** skills Jake's doctor should have.

- 1 good communication skills
- 2 Active listening

0 marks awarded – the learner has considered what a doctor should do but has not named a relevant skill.

4 (a) Identify **two** skills Jake's doctor should have.

(2)

1 The ability to go check up on him on a regular basis

4(b):

Overall learners showed a good understanding of the role of hospital in making sure their staff met National Occupational Standards (NOS). Many responses included providing training, line management, dealing with complaints and aspects relevant to interview and selection. In some cases learners focused on professional regulatory bodies rather than the hospital.

4 marks awarded – in the first response 2 marks were given for providing training so skills are updated to provide the best level of care. In the second response 2 marks were given for implement policies and procedures to meet legislation.

(b) Describe **two** responsibilities of the hospital to ensure that its workers meet National Occupational Standards.

(4)

1 Provide its staff with continuous personal development training so they are ~~confident~~ confident in their skills and the skills they have are update so they are able to provide the best level of care possible.

2 Another responsibility of the hospital is to be aware of relevant legislations and implement them with their codes of practice and their hospital policies and procedures to ensure that the legislations are followed and the care they provide meets national standards

2 marks awarded – in this response the learner has identified two relevant responsibilities (1) policies and procedures put in place and (1) provide training. However, the expansion given for both is just a repeat of the question ‘meet National Occupational Standards’. It is important that learners understand repeating part of the question cannot be accepted as an expansion.

(b) Describe **two** responsibilities of the hospital to ensure that its workers meet National Occupational Standards.

(4)

1 The ~~policy~~ policies and procedures are put in place to ensure that the ~~best~~ hospital's workers are meeting the National Occupational standards.

2 The hospital also provides training to the workers to ensure the National Occupational standards are being met by the workers.

1 mark awarded – carrying out a DBS check was awarded a mark related to a robust interview and selection process.

1 Carrying out a DBS check every three years of staff and all new staff.

0 marks awarded – in this response the learner has misunderstood the question and has talked about responsibilities towards patients rather than their staff to make sure they meet the National Occupational Standards.

(b) Describe **two** responsibilities of the hospital to ensure that its workers meet National Occupational Standards.

(4)

1 There are enough beds/rooms to be able to hold ~~an~~ the amount of patients they should be able to institutionalise

2 To ensure all patients are fed and kept hydrated.

4(c):

Overall although learners showed some understanding of what should be done to keep a child safe in many cases, they had not then developed their answers to explain in order to be awarded marks above level 1. 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 and make sure they have explained. Level 1 responses showed an understanding but gave general responses that identified or described and did not explain by applying their knowledge to the scenario. In some cases learners were including relevant points but then just repeated 'keep safe' rather than explaining how these would keep him safe.

5 marks awarded. The learner has considered relevant ways Jake can be kept safe at the hospital and has considered reasons why these measures are taken and how they keep him safe. This therefore was awarded marks at level 3.

(c) Explain how Jake can be kept safe while in hospital.

(6)

Jake can be kept safe while in the hospital by staff following all policies and procedures. Only appropriate personal should have access to certain areas of the hospital. This is ensured in hospital through key card access. Furthermore Jake's data should be kept safe by the hospital as staff should apply to the data protection act. Jake should be kept safe from infection through staff taking necessary precautions. For example, staff should wear protective equipment like gloves, wash hands and ~~dir~~ properly dispose of ~~harm~~ equipment and fluids. This should be done to prevent cross infection. Additionally, the hospital should do a risk assessment. A risk assessment identifies potential hazards so that they can be ~~dim~~ minimise and eliminated to ensure the safety of patients like Jake.

4 marks awarded. The learner has included relevant points and in part considered why/what the impact is meeting the requirements for marks at level 2.

(c) Explain how Jake can be kept safe while in hospital.

(6)

Firstly, keeping confidentiality of Jake by the staff. Jake's personal information must be kept as secret and can be shared only by his consent. Eg: age, sex and address

Secondly, carrying out risk assessment. The staff in the hospital must ensure that hospital equipments are out of way to avoid accidents like falling. His bed must also be in the right position to avoid moving.

Finally, he must be safeguarded. This means he must be protected everywhere he goes. He must be accompanied by the staff when using the toilet and taking a walk outside the hospital building.

2 marks awarded. The learner has named a policy and a piece of legislation that should be followed although they did not develop their information on the policy and have partly explained confidentiality. As this has not been fully explained and linked to keeping Jake safe this meets the requirements for marks to be awarded at level 1.

(c) Explain how Jake can be kept safe while in hospital.

(6)

Jake's hospital should have policies and procedures in place to guarantee both Jake and staff's safety.

The hospital should have a safeguarding policy and procedure for the prevention of any breaches.

The hospital should also follow legislations such as the Data Protection Act 1998; this ensures all of Jake's personal files are kept confidential to him and ^{that} only the appropriate health-care professionals can access them. This way it prevents unnecessary workers such as hospital canteen staff or cleaners being exposed to the divulgence of Jake's personal details such as his home address and date of birth.

4(d):

Although learners showed some understanding of why good communication is important in many cases, they did not link this to good communication between the professionals caring for the child in the scenario. This was a levelled response question where learners needed to apply accurate knowledge and understanding to the scenario to discuss different aspects. Many learners considered confidentiality although some focused on communication with the child rather than between the professionals.

5 marks awarded. The learner has shown a good understanding of the importance of good communication between professionals and has linked this with the scenario to consider the impact meeting the requirement for marks at level 2.

(d) Discuss the importance of good communication between the professionals involved in caring for Jake.

(8)

Good communication is important as it ensures that no details are missed and that the care provided is as efficient as it can be.

Good communication between the professionals caring for Jake is important as it ensures that all aspects of his health and wellbeing are being monitored. This is important as it ensures that no needs are being neglected and it ensures that the risk of developing further health problems is decreased as much as possible.

Another reason why it is important is because it ensures that any possible symptoms are noticed as soon as possible so that relevant treatment can be provided. This is important as it ensures that symptoms are picked up before they get any worse and have a serious effect on his overall health and wellbeing.

A final reason why it's important is because it ensures that the correct treatments can be provided so that his current condition doesn't deteriorate further. This is important as it means that the individual Jake is able to have a better quality of life.

In conclusion, good communication between professional is important as it helps offer the best possible care.

3 marks awarded. The learner has started well showing some understanding although they have not then developed their discussion to apply this to the scenario. This was therefore awarded marks at level 1.

(d) Discuss the importance of good communication between the professionals involved in caring for Jake.

(8)

Good communication can help Jake understand information and advice about his care effectively, this can help him take informed decisions about his care and can make him have a high self esteem as he is felt understood and at the heart of the service. Good communication can also make Jake feel more comfortable, allowing him to easily and openly express his needs without the help of an advocate, allowing him to be independent. Professionals must provide effective communication to ensure health checks are not repeated. Having full understanding of Jake allows service providers to achieve effective and best understanding and quality of care for Jake. It improves his health and wellbeing as his care is discussed with many professionals rather than just providing care alone, therefore Jake is seen holistically.

0 marks awarded. The learner has considered how individual professionals need to communicate with Jake and has therefore not answered the question.

(d) Discuss the importance of good communication between the professionals involved in caring for Jake.

(8)

Health care nurses would have a good communication with Jake at the hospital when taking care of Jake when giving him the medication and the food that he would want to have rather than having the bad food that he hates having at the hospital.

District Nurses who will ^{have} communicate when taking care of Jake when taking Jake's temperature and blood pressure to see if his health is giving better or not so he can stay at the hospital for more longer.

Disability nurses could care Jake when talking to Jake that the nurse would understand Jack when speaking to the nurse about his health and asking the nurse when he will go home after ^{he gets better.}

(Total for Question 4 = 20 marks)

Summary

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

- Learners 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 learners 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. Learners sometimes missed marks by not fully answering questions, for example in 3a they needed to name two ways charities could support an individual rather than naming charities. In 4d they needed to focus on way good communication between professionals was important and some instead discussed communication with the child.
- Use the SAMS and for learners to look at and attempt exam style questions which they can they review against the mark scheme.
- Learners need to practice applying their evidence to set scenarios so that they can understand how marks are awarded in the extended levels-based questions. Learners 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.
- When explaining learners need to take care not to repeat the wording from the question and instead consider why and what the impact will be.
- Learners need to develop their understanding of the responsibilities of professional regulatory bodies, employers and organisations that carry out inspections.
- Learners should understand how multi-disciplinary teams work together and what the advantages and disadvantages of this may be.
- Learners need to develop their understanding of the difference between skills, qualities and knowledge linked to health and social care workers.
- Learners 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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