

Cambridge Technicals Health and Social Care

Unit 2: Equality, diversity and rights in health and social care

Level 3 Cambridge Technical in Health and Social Care
05830 - 05833 & 05871

Mark Scheme for June 2023

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).
When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only one mark per response)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked downwards crediting the first response on each line. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth two or more marks)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer spaceAward Zero '0' if:
 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).













Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

Annotations available for marking of scripts

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
	To acknowledge additional pages/ notes were read
	Not Relevant - ‘noted but no credit given’
	Blank Page

DO NOT USE ANY OTHER ANNOTATION

Question		Answer	Marks	Guidance
1	(a)	<p>ANY ONE FROM</p> <p>Right not met:</p> <ul style="list-style-type: none"> • The right to family life • (Right to) respect for private and family life • family life • private life <p>Right not met:</p> <ul style="list-style-type: none"> • (Right to) prohibition of discrimination. • right to protection from discrimination • freedom from discrimination • freedom of discrimination. 	1 (1x1)	<p>Do not accept:</p> <ul style="list-style-type: none"> • right of consultation • right of choice • right to life • right to confidentiality • right to protection from harm and abuse • right to equal and fair treatment <p>On its own 'discrimination' or 'privacy'.</p> <p>If multiple rights written on one line, credit the first one only.</p>

Question		Answer	Marks	Guidance
1	(b)	<p>ANY TWO FROM:</p> <p><u>The basic rights in the Human Rights Act</u></p> <p>Right to:</p> <p>Life Liberty. A fair trial. Freedom of thought, conscience, and religion. Freedom of expression. Freedom of assembly and association. Marry. Education Free elections Peaceful enjoyment of possessions.</p> <p>Right to be:</p> <p>Free from slavery or forced labour.</p> <p>Right not to be:</p> <p>Tortured or treated in an inhuman way. Punished for something which wasn't against the law.</p> <p>Abolition of the death penalty.</p>	2 (2x1)	<p>DO NOT ACCEPT:</p> <ul style="list-style-type: none"> the six general health and social care rights privacy equality 'freedom' on its own <p>Repeat answers from 1(a) i.e:</p> <ul style="list-style-type: none"> Right to respect for private and family life, home, and correspondence. prohibition of discrimination

Question		Answer	Marks	Guidance	
1	(c)		1 (1x1)	DO NOT ACCEPT: Any other answer If more than one box is ticked: <ul style="list-style-type: none"> mark the first one only. 	
		Statements			Tick (✓) one only
		The legislation did not empower Kai and Yuki.			
		The legislation provided a system of redress for Kai and Yuki			✓
		The legislation stopped any possible future discrimination towards Kai and Yuki.			
		The residential home promoted equality and diversity.			
1	(d)	ANY ONE FROM: <ul style="list-style-type: none"> The Care Act The Health and Social Care Act The Equality Act The Mental Capacity Act The Data Protection Act 	1 (1x1)	ACCEPT: Other suitable legislation DO NOT ACCEPT: The Human Rights Act Answers should state 'Act'	

Question		Answer	Marks	Guidance
1	(e)	<p>Two support groups:</p> <ul style="list-style-type: none"> • Age UK • Centre for Aging Better • Empower Me • Friends of the Elderly • Hourglass • RNIB • SEAP • Silverline <p>Answers must relate to the scenario.</p>	2 (2x1)	<p>ACCEPT: Any other suitable groups/services/advocacy services.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • Headway • MIND • NSPCC • Mencap • SPACE • EHRC • CQC • NHS <p>Please do a quick google check if one is named you have not heard of – it may be a local group.</p> <p>Do not credit: support groups for children / mental health or learning disability – answers must relate to the scenario.</p>

Question		Answer	Marks	Guidance
1	(f)	<p>Outline 3 ways support networks could help provide equality for older people who have received poor quality care:</p> <ul style="list-style-type: none"> • advice and information about what help is available • campaigns to raise awareness • opportunities to socialise with others, making friends, e.g., day centres • offer counselling / emotional support someone to talk to / without being judged • provide a phone line e.g. AGE UK advice line • provide legal advice • informs them of their rights • provide an advocate • provides a listening ear and company for an older person who is lonely e.g. Telephone Friendship Service • explain how to complain/system of redress <p>Accept other appropriate answers.</p>	6 (3x2)	<p>Two marks: The outline clearly shows an understanding of how a support network could help.</p> <p>One mark: Brief statement that lacks detail</p> <p>ACCEPT: Other suitable ways</p>

Question	Answer	Marks	Guidance																					
2	<p>(a) One mark for each correct response. Three required</p> <table border="1" data-bbox="322 261 1182 1185"> <thead> <tr> <th data-bbox="322 261 456 331">Option</th> <th data-bbox="456 261 1021 331">The GP practice should:</th> <th data-bbox="1021 261 1182 331">Tick (✓) three only</th> </tr> </thead> <tbody> <tr> <td data-bbox="322 331 456 501">A</td> <td data-bbox="456 331 1021 501">Make sure that Nina’s communication needs are highlighted on her patient records so that the information is accessed each time Nina makes an appointment</td> <td data-bbox="1021 331 1182 501">✓</td> </tr> <tr> <td data-bbox="322 501 456 639">B</td> <td data-bbox="456 501 1021 639">Make sure that service users with additional needs are collected from the waiting room by their doctor</td> <td data-bbox="1021 501 1182 639">✓</td> </tr> <tr> <td data-bbox="322 639 456 778">C</td> <td data-bbox="456 639 1021 778">Provide an advocate for Nina as soon as she reports to reception</td> <td data-bbox="1021 639 1182 778"></td> </tr> <tr> <td data-bbox="322 778 456 917">D</td> <td data-bbox="456 778 1021 917">Provide an audio only system instead of a visual display screen</td> <td data-bbox="1021 778 1182 917"></td> </tr> <tr> <td data-bbox="322 917 456 1056">E</td> <td data-bbox="456 917 1021 1056">Registration forms for GP practices must ask service users to state if they have any information or communication needs.</td> <td data-bbox="1021 917 1182 1056">✓</td> </tr> <tr> <td data-bbox="322 1056 456 1185">F</td> <td data-bbox="456 1056 1021 1185">Tell Nina to only come to appointments with her carer</td> <td data-bbox="1021 1056 1182 1185"></td> </tr> </tbody> </table>	Option	The GP practice should:	Tick (✓) three only	A	Make sure that Nina’s communication needs are highlighted on her patient records so that the information is accessed each time Nina makes an appointment	✓	B	Make sure that service users with additional needs are collected from the waiting room by their doctor	✓	C	Provide an advocate for Nina as soon as she reports to reception		D	Provide an audio only system instead of a visual display screen		E	Registration forms for GP practices must ask service users to state if they have any information or communication needs.	✓	F	Tell Nina to only come to appointments with her carer		3 (3x1)	<p>No other answers are acceptable.</p> <p>If more than three boxes are ticked:</p> <ul style="list-style-type: none"> Mark the first three only. <p>Crossed Out Responses:</p> <ul style="list-style-type: none"> Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give can mark the crossed-out response where legible.
Option	The GP practice should:	Tick (✓) three only																						
A	Make sure that Nina’s communication needs are highlighted on her patient records so that the information is accessed each time Nina makes an appointment	✓																						
B	Make sure that service users with additional needs are collected from the waiting room by their doctor	✓																						
C	Provide an advocate for Nina as soon as she reports to reception																							
D	Provide an audio only system instead of a visual display screen																							
E	Registration forms for GP practices must ask service users to state if they have any information or communication needs.	✓																						
F	Tell Nina to only come to appointments with her carer																							

Question	Answer/Indicative content	Marks	Guidance
2	<p>(b)*</p> <p>Examples of justification:</p> <p>A – Make sure that Nina’s communication needs are highlighted on her patient records so that the information is accessed each time Nina makes an appointment.</p> <ul style="list-style-type: none"> • Ensures Nina does not have to face the same situation again • Good practice to record the information for all relevant staff to access in case the receptionist changes • Makes relevant staff aware so that appropriate action can be taken each time Nina uses the GP surgery <p>B - Make sure that service users with additional needs are collected from the waiting room by their doctor.</p> <ul style="list-style-type: none"> • Responding to Nina’s individual needs/so she will not get lost or be late for her appointment • A personal touch which helps to build relationships • Better if all SUs could be offered this service <p>E - Registration forms for GP practices must ask service users if they have any information or communication needs.</p> <ul style="list-style-type: none"> • Responding to the individual needs of the SU • Not assuming what is best for a SU • Builds trust if the GP practice responds to information provided • Empowers the SU • Helps ensure following legislative requirements <p>Other acceptable points:</p> <ul style="list-style-type: none"> • promotes equality • makes her feel valued • makes her feel empowered • makes her feel confident/less anxious • person-centred approach <p>Accept other appropriate answers.</p>	6	<p>Level 3 (5-6 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • A detailed justification of at least two ways. • May include justifying why it improves the service • Answer is explicitly related to the scenario • Clear understanding of the situation is evident. <p>Level 2 (3-4 marks) <i>There is a line of reasoning presented with some structure, the information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> • A sound attempt at justification of one or two ways. • May include justifying why it improves the service. • Related to the scenario. • Understanding of the situation will be evident but may be implicit. <p>Level 1 (1-2 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • Attempt at a brief justification. • Answers may be descriptive or list like at the lower end. • Basic information is presented in an unstructured way • Answer may not be specifically linked to the scenario. <p><i>0 marks = response not worthy of credit</i></p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>

Question		Answer	Marks	Guidance
2	(c)	Equality Act	1 (1x1)	DO NOT ACCEPT: Any other answer 'Must state Act'
2	(d)	<p>ANY TWO FROM:</p> <ul style="list-style-type: none"> • wheelchair access • lowered reception desk • ramps • automatic doors • lifts/elevators • disabled parking / toilet • Information provided in different formats, e.g. braille, large print, BSL, Makaton / written instructions for deaf • Information in a range of languages • interpreter/translator • accommodating service dogs • hearing loop provided <p>Accept other appropriate answers.</p>	2 (2x1)	<p>ACCEPT: Other suitable ways</p> <p>DO NOT ACCEPT: Repeats from Q2a: (see below) Annotate 'rep'</p> <ul style="list-style-type: none"> • advocate • audio only system • collecting them • visual display screen • audio visual system • adjust lighting

Question	Answer/Indicative content	Marks	Guidance
3 (a)*	<p>Evaluation of training:</p> <p>PROS</p> <ul style="list-style-type: none"> • staff will know what they should be doing • meets legal requirements • staff all consistent in their approach • keeps them up to date • makes them confident in what they are doing • ensures high level of care/improves care provided • aware of safeguarding procedures • protects staff from complaints • shares good practice • re-enforces knowledge <p>CONS</p> <ul style="list-style-type: none"> • Cost of training / time • availability of trainer • problems getting all staff attending at the same time • training has to be engaging for staff • is training pitched at the right level • is the content of the training relevant to staff • one day training is insufficient • timing of training e.g., after work/end of day is unsuitable <p>Making welfare of child paramount:</p> <ul style="list-style-type: none"> • safeguarding procedures • child comes first • responsibilities under the Children Act <p>Maintaining Confidentiality:</p> <ul style="list-style-type: none"> • safeguarding procedures • legal responsibilities under Data Protection Act / GDPR e.g. accessing online education and care plans • ‘need-to-know’ <p>Accept other appropriate answers.</p>	7	<p>Level 3 (6-7 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • Detailed evaluation of how the training addresses both early values of care. • Explicit reference to pros and cons of training • Some reference to the need to access individual education and care plans for children. <p>Level 2 (4-5 marks) <i>There is a line of reasoning presented with some structure, the information presented is relevant and supported by some evidence.</i></p> <ul style="list-style-type: none"> • A sound evaluation of how the training day addresses the two early values of care • Reference to pros and cons of training • May reference to the need to access individual education and care plans, though may be implicit. <p>Level 1 (1-3 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • A basic evaluation presented in an unstructured way • limited and basic reference to how the training day addresses the two early values of care. • Reference to pros OR cons only • Little or no reference to education and care plans <p><i>0 marks = response not worthy of credit</i></p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>

Question		Answer	Marks	Guidance
3	(b)	Children and Families Act 2014	1	Date not required. Must state 'Act' DO NOT ACCEPT: Any other answer
4	(a)	<p>Example of direct discrimination:</p> <ul style="list-style-type: none"> discriminatory or negative remarks not given a job because of being LGBTIQ+ humiliating someone because of being LGBTIQ+ bullying because someone is gay name calling / verbal abuse because someone is gay not being offered treatment or a placement at a health care setting because of sexual orientation/preference physical abuse <p>Example of indirect discrimination:</p> <ul style="list-style-type: none"> Assuming mental health issues are a result of being LGBTIQ+ Limited options on registration forms for gender or next of kin details that do not recognise LGBTIQ+ relationships. Healthcare staff asking routine questions that could be intrusive and force someone to come 'out.' Stereotyping by appearance <p>Accept other appropriate answers.</p>	4 (2x2)	<p>ACCEPT other relevant examples.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> definitions of discrimination – examples are required <p>Credit one example for each type of discrimination.</p> <p>Reference to LGBTIQ+ may be implicit.</p>

Question	Answer	Marks	Guidance
4	<p>(b) Impacts:</p> <ul style="list-style-type: none"> • Disempowerment • Low self-esteem • Low self confidence • Poor health and well-being • Unfair treatment • Mental health • Physical injuries <p>Examples related to the impacts:</p> <ul style="list-style-type: none"> • A lack of trust in their healthcare provider leads to Service user feeling unable to access services. • Service user feels they cannot make informed choices about their care. • Fear of prejudice leads to not accessing services. • Service users avoid treatment for fear of discrimination. • So physical health deteriorates. • Mental health deteriorates due to poor treatment and lack of understanding shown by health practitioners. • Service user feels alone/isolated/not believed. • Service user self-esteem and self-confidence deteriorates due to poor treatment and lack of understanding. • Unfair treatment leads to health inequalities for LGBTIQ+ community. <p>Accept other appropriate answers.</p>	4 (2x2)	<p>Examples (if used) must relate to the impacts.</p> <p>Two marks for a full and detailed description of one impact.</p> <p>One mark for a description which lacks clarity or is just identification of an impact.</p> <p>ACCEPT other suitable impacts but they must be on service users</p> <p>Answers do not have to mention 'sexual orientation, the link can be implied/implicit.</p>

Question	Answer/Indicative content	Marks	Guidance
4 (c)	<p>Ways can include:</p> <ul style="list-style-type: none"> • mentoring • monitoring • performance management of staff • appraisals / reflection • staff meetings • methods of challenging discrimination / whistleblowing • challenging judgemental behaviour • focus on issues related to the needs of the LGBTIQ+ community • encourage staff to raise concerns and challenge discrimination • implementing Equal Opportunities and Anti-bullying policy <ul style="list-style-type: none"> • Make staff aware of their legal duty under the Equality Act 2010 to treat LGBTIQ+ community fairly and without discrimination. <ul style="list-style-type: none"> • Develop and prominently display bullying and harassment policies which communicate a zero-tolerance approach to homophobic, biphobic and transphobic discrimination <ul style="list-style-type: none"> • Publicise clear complaints procedures to encourage reporting. <p>Examples are interchangeable. Do not credit 'training,' question is two other ways.</p> <p>Accept other appropriate answers.</p>	6	<p>Level 3 (5-6 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • A detailed explanation of how healthcare staff can be supported to apply best practice for the LGBTIQ+ community. • Two appropriate ways of supporting staff are clearly explained and related to LGBTIQ+ <p>Level 2 (3-4 marks) <i>There is a line of reasoning presented with some structure, the information presented is relevant and supported by some evidence</i></p> <ul style="list-style-type: none"> • A sound explanation of how healthcare staff can be supported to apply best practice for the LGBTIQ+ community. • One or two ways of supporting staff are explained with some reference to LGBTIQ+ may be implicit. <p>Level 1 (1-2 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • A basic explanation of how healthcare staff could be supported to apply best practice for LGBTIQ+ community • Ways may be unstructured or list like. <p><i>0 marks = response not worthy of credit</i></p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>

Question		Answer	Marks	Guidance
5	(a)	ANY THREE FROM: <ul style="list-style-type: none">• right to life• right to choice• right to confidentiality• right to protection from harm and abuse• right to equal and fair treatment• right to consultation	3 (3x1)	If multiple rights are given on one line, credit the first answer given. Credit: <ul style="list-style-type: none">• Bod for 'equal treatment'

Question	Answer/ Indicative content	Marks	Guidance
5	<p>(b) Impacts:</p> <ul style="list-style-type: none"> • Disempowerment • Poor health and well-being • Unfair treatment • Mental health • Guilt • Isolation • Loss of trust <p>Examples:</p> <ul style="list-style-type: none"> • Leo's mother would have felt powerless to help especially as staff were ignoring her concerns • The events are likely to have caused her significant trauma/distress which could lead to poor mental health such as depression or PTSD • Anger at the way her son's learning disability was not understood and so he was not treated fairly or appropriately. • The events are likely to have led to an inquest following complaints of hospital practice - Leo's mother would not feel she could grieve properly • loss of trust in care services – so avoids them • guilt as she feels she should have done more • Fear of going into hospital – worried same could happen to her • Isolated due to the time she spent with her child • Emotional impact – upset, distraught <p>Accept other appropriate answers.</p>	6	<p>Level 3 (5-6 marks) <i>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</i></p> <ul style="list-style-type: none"> • A detailed analysis of how Leo's mother may be impacted by the care Leo received. • Two impacts are clearly analysed and relevant to the situation <p>Level 2 (3-4 marks) <i>There is a line of reasoning presented with some structure, the information presented is relevant and supported by some evidence</i></p> <ul style="list-style-type: none"> • A sound analysis of how Leo's mother may be impacted by the care Leo received. • Two impacts analysed but may not be fully detailed or relevant to the situation. <p>Level 1 (1-2 marks) <i>There is an attempt at a logical structure with a line of reasoning. The information is in the most part relevant.</i></p> <ul style="list-style-type: none"> • A basic analysis of how Leo's mother may be impacted by the care Leo received. • Identifies a few impacts that are not developed. • Answers may not always focus on Leo's mother or be fully relevant to the situation. <p><i>0 marks = response not worthy of credit</i></p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p>

Question		Answer		Marks	Guidance
5	(c)		Tick four only	4	<p>No other answers are acceptable.</p> <p>If more than four boxes are ticked:</p> <ul style="list-style-type: none"> Mark the first four only. <p>Crossed Out Responses:</p> <ul style="list-style-type: none"> Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give can mark the crossed-out response where legible.
		Active use of research by Mencap which highlights the poor care which can be experienced by service users with learning disabilities	✓		
		All CQC inspection reports contain a section on how well a hospital is working for service users with learning disabilities	✓		
		All hospital staff complete the Care Certificate			
		Hospital staff are encouraged to whistle blow if they witness poor care	✓		
		Hospital staff know how to access all organisational policies			
		Only staff who have received specific learning disabilities training should provide care for service users with learning disabilities			
		Reasonable adjustments are reviewed and provided to people with a learning disability	✓		
		Staff must always follow the advice of the carers for service users with learning disabilities			

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