

Qualification: Level 3 Advanced Technical Diploma in Health and Care (540) / Level 3 Advanced Technical Extended Diploma in Health and Care (1080)

Examination Health and Care

Version: June 2017

Total marks available: 60

1

State **three** reasons why an individual with a learning difficulty may require support. (3 marks)

One mark for any three of the following:

- to reduce vulnerability
- to minimise risky behaviour
- to support them to make their own decisions
- to improve their access to having a full and active life
- to increase the individual's choice and control within own life.

Total marks: 3

2

Describe the potential career pathway for a job role in the care sector. (2 marks)

Description of potential career path to include any of the following:

- entry qualifications – skills and knowledge required
- training and education requirements
- opportunities for employment and progression on qualification
- salary expectations and potential earnings.

Total marks: 2

3

Explain the purpose of the National Occupational Standards for employment in the health and care sector. (2 marks)

Explanations to include any two of the following:

- they cover the key activities undertaken within the occupation in question under all the circumstances the job holder is likely to encounter
- the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence
- they focus on what the person needs to be able to do, as well as what they must know and understand to work effectively
- each NOS contains an agreed set of knowledge and understanding and performance criteria that must be met before someone can be deemed competent
- they describe the minimum standard to which an individual is expected to work in a given occupation.

Total marks: 2

4

Explain how the Care Certificate (England) 2015 supports a new practitioner to embed equality and inclusion in their practice. (4 marks)

Explanations to include any four of the following:

- by completing standard 4 of the Care Certificate, a new practitioner will be aware that an individual has the right to receive care relating to factors such as race, gender, disability, age, sexual orientation and religious beliefs
- they will be aware that it is part of their role to actively promote these individual rights in practice
- new staff will be aware that individuals should be treated with respect
- new staff will be aware that individuals should be involved in discussions about their care and treatment
- new staff will be aware that individuals should be able to influence how the service is run
- they will be aware that they have a role to play in safeguarding people who use services from abuse and respect their human rights
- new practitioners will need to reflect on their own views and behaviour and will be supported to do this through the supervision process.

Total marks: 4

5

What is meant by ‘perception based discrimination’? (2 marks)

Two marks for a definition similar to the following:

Discrimination by perception occurs when someone is directly discriminated against because others think that they possess a particular protected characteristic (1). They do not necessarily have to possess the characteristic, just be perceived to have the characteristic (1).

Examples can be used to gain marks.

Total marks: 2

6

Eve is 21 years old and has struggled with depression and anxiety since the death of her older sister in a motor accident, which has made her feel lethargic and worthless.

Describe **four** potential consequences of discrimination that Eve may experience. (4 marks)

Descriptions to include any four consequences up to a maximum of four marks:

- disempowerment – Eve may feel a lack of confidence/feel devalued (1) and unable to fight the discrimination she experiences (1)
- disenfranchisement – Eve feels unable to participate fully in public life as a citizen (1)
- lack of access to services – there may be a lack of specialist services to support Eve in her community (1) and she may experience social stigma in using them (1). This is likely to affect her opportunity to improve her mental health compounding the problem (1)
- limited life chances - Eve may struggle to secure employment and remain in employment (1). This may also impact on her housing status (1). Her opportunities to achieve what she would like to may be restricted if her mental health does not improve or she relapses (1). Lack of employment will affect her financial status (1) and may add to her feelings of worthlessness (1).
- marginalisation – Eve may not be accepted by others in her community (1) who may make it difficult for her to participate in community events (1). This will add to her feelings of worthlessness and isolation (1)
- lack of self-worth – Eve may blame herself for things that are not her fault (1), she may feel undeserving of happiness (1), and be unable to make decisions (1)
- stress – If Eve’s stress is excessive or prolonged it may lead to illness (1) and physical (1) and emotional exhaustion (1).
- emotional distress – Eve may experience mood swings/ feel a loss of purpose / show signs of being irritable or snappy(1)
- Depression – Eve may feel anxious/ have difficulty concentrating/ self-harm/ feel tired and have no energy/ changes to diet – over/under eating(1)
- lack of development of a positive identity - Eve may be affected by other people viewing mental ill health negatively and may avoid or refuse help as she views this as a weakness (1)
- loss of rights - Eve may feel that she is not listened to/ is not treated with respect (1), is not able to make choices (1)

- isolation - Eve may feel that others do not understand her problem and find it difficult to talk to others (1). Difficulty in building relationships with others will exacerbate her isolation/becoming anti-social with friends and family (1)
- fear - this emotion may prevent Eve from travelling, (going to work or even leaving the house) (1). It may prevent her doing daily tasks to maintain her independence (1).

Total marks: 4

7

- a) State **two** ways in which a vulnerable older adult might be sexually abused. (2 marks)
- b) Describe the meaning of discriminatory abuse. (2 marks)

- a) One mark for each of the following up to a maximum of two marks
- rape
 - sexual assault
 - sexual acts to which a person has not consented or could not consent or was pressured into consenting.
 - Sexual exploitation.
- b) One mark for each of the following up to a maximum of two marks:
- Physical abuse/bullying (1) motivated by oppressive / discriminatory attitudes towards an individual with a protected characteristic (1) under the Equality Act 2010 (1)
 - unfair treatment towards an individual (1) based on the perception of a protected characteristic (1)
 - unfair treatment towards an individual (1) associated with a protected characteristic (1)
 - abuse that is motivated by discriminatory attitudes/feelings/behaviour towards an individual (1).

Total marks: 4

8

Explain the requirements when recording a case of suspected abuse. (4 marks)

A maximum of two mark for describing two requirements. Candidates must provide an explanation for each requirement to achieve full marks.

Answer to include an explanation of any of the following:

- explanation of the use of body maps (1) to record signs of abuse – gives a record of injury (1), supports individuals who may not be able to communicate in other ways (1)
- make notes as soon as possible (1) – for accuracy (1)
- record factual information /do not include opinions (1) - subjective interpretation of the event (1)
- make clear what you know and what information has been related by others (1) – to establish sources of information (1)
- sign date and time the report (1)– reports may be used in legal challenges (1)
- Ensure it is kept confidential (1) to ensure unauthorised persons do not gain access to information (1).

Total marks: 4

9

a) Describe bacterial infection. (2 marks)

b) Describe how a break in the skin can lead to infectious illnesses. (3 marks)

a) One mark for each point:

- bacteria that can multiply quickly at body temperature (1)
- bacteria reach harmful levels very fast (1).

Answer should include the scientific principles of bacterial infection.

b) One mark for each stage in the process:

- break in the skin such as cuts, open wounds / penetration of bacteria or other organisms enter the body (1)
- allows an organism to enter the body and multiply causing infectious illness (1)
- it can enter the blood stream and cause systemic illness (1).

Total marks: 5

10

- a) Give **two** examples of cognitive disorders. (2 marks)
b) State **four** symptoms that may indicate that an individual has a cognitive disorder. (4 marks)

- a) One mark each for any two of the following:
- Delirium
 - Parkinson's disease
 - Amnesic problems
 - Lewy body dementia
 - Alzheimer's disease
 - Vascular dementia
 - Mental retardation
 - Huntington's disease.
- b) One mark each for any four of the following:
- Confusion
 - memory loss
 - personality changes
 - lack of control of movement
 - difficulty in rational decision making
 - difficulty with concentration and attention
 - behavioural changes eg withdrawal, aggression
 - emotional changes eg self-concept, relationship with others.

Total marks: 6

11

State **two** types of acquired cognitive impairments. (2 marks)

One mark each for identification of any two acquired cognitive impairments to a maximum of 2 marks:

- brain damage cognitive impairment
- acquired impairment from alcohol misuse
- acquired impairment from drug abuse
- stroke.

Total marks: 2

12

Define the term 'compliance' in relation to a manager's role in health or care practice. (2 marks)

Two marks for a definition of compliance similar to the following:

Providers are required by law to show how they implement their improvement strategies to achieve excellent standards and to demonstrate that they can achieve consistently high standards across all the services they provide. (2)

Candidates can only be awarded full marks if compliance is referenced to health and care practice, maximum one mark to be awarded for responses that are generic.

Total marks: 2

13

A care home is given an 'outstanding' rating in all areas following a Care Quality Commission (CQC) inspection.

Explain how different CQC inspection area ratings are used to measure quality. (4 marks)

Maximum two marks to be awarded if candidates only list inspection areas. Each inspection area must include an explanation to gain full marks. Marks are not to be awarded separately for repeated answers. Explanations for any four of the following points to a maximum of four marks:

- safe - Individuals are protected from abuse and avoidable harm (1)
- effective - The care treatment and support achieves good outcomes for individuals, helps them to maintain good quality of life (1) and is based on the best available evidence (1)
- caring - Staff involve and treat individuals with compassion, kindness dignity and respect (1)
- responsive - Services are organised so that they respond to individual needs (1)
- well-led - The leadership, management and governance of the organization make sure that it is providing high quality care (1) that is based around the needs of the individual (1). The care encourages learning /innovation (1) and promotes an open /fair culture (1).

Total marks: 4

14

- a) Explain how the use of information in health and care organisations is regulated. (3 marks)
b) Explain how cultural differences may influence an individual's interpersonal communication. (4 marks)

- a) Three marks for explanation of relevant legislation /regulation.
- Freedom of information Act (2000) – provides public access to information (1) held by public authorities (1) who are obliged to publish certain information about their activities (1).
 - Data Protection Act controls how personal information is used by organisations (1). Everyone responsible for using the data has to follow strict rules and make sure the information is used fairly and lawfully, for specifically stated purposes and in a way that is adequate, relevant and not excessive (1). Information is accurate (1), kept safe and secure (1) and not kept longer than necessary (1).
 - Caldicott Principles – each use or transfer of patient information within or from an organisation should be clearly defined (1) and scrutinised (1). Continuing uses of information are regularly reviewed by an appropriate guardian (1).
- b) Maximum two marks for each difference explained. Answer may include but not be limited to:
- different ways of thinking and interpreting the world (same words may mean different thing to different people)
 - concept of personal space varies
 - non-verbal communication signals have cultural differences
 - The conduct of a care worker, e.g. communicating using appropriate language, gestures and respectful manner
 - Being mindful of social taboos, as discussion of taboo subjects may be unacceptable and some expressions may be misinterpreted or considered offensive
 - Gender relationships e.g. certain cultures may mean that males cannot care for or support females, use of language, e.g. use of technical words and dialect, jargon, pace, pitch and tone inappropriate or confusing.

Total marks: 7

15

Casey is 10 years old and has autism. Her parents want to know more about the condition and seek your advice on how they can best support her.

Discuss information that is important for the parents to know, with consideration of the challenges that Casey and her family may face. (9 marks)

Indicative content

- Causes of autism
- Signs and symptoms
- Diagnosis
- Behaviours - aggression / anxiety when schedules are changed, presenting challenging behaviours, unaware of danger, communication difficulties, repetitive movements
- Potential challenges – struggling with physical changes at puberty, difficulty with self-awareness
- May face disempowerment, a lack of access to services, limited life chances and marginalisation
- May be a victim of bullying
- May face lack of equality of opportunity and treatment and inequality in employment
- Professionals who may support include SENCOs through SEN framework, learning support teacher, speech and language therapist, clinical psychologist, educational psychologist, occupational therapist to identify specialist equipment, GP, Social Worker
- Charities which support include The National Autistic Society, Autism Independent UK
- Common Assessment Framework (CAF) provides a standardised approach to identifying need
- Current standards and codes of practice e.g. Special Educational needs (SEN) Code of Practice
- Effects of discrimination - lack of self-worth, lack of development of a positive identity, loss of rights
- Ways in which autism impacts on verbal and non-verbal communication
- Misinterpreting verbal and non-verbal communication due to autism
- Parents need to communicate in a way which matches her level of understanding and identify strategies for overcoming barriers.

Band 1: 1 – 3 marks

Basic discussion displaying an adequate level of recall of knowledge on some of the areas of causes, signs, symptoms and behaviours associated with autism. Brief or no description of communication difficulties, impacts and recommendations to overcome them. Limited or no reference to sources of support and standards which govern it. Minimal justification to challenges which parents and child might face.

To access the higher marks in the band, the candidates' response will indicate satisfactory knowledge of a range of causes, signs, symptoms and behaviours associated with autism.

Band 2: 4 – 6 marks

Detailed discussion displaying good recall and understanding on most of the causes, signs, symptoms and behaviours associated with autism. Explanation of types of diagnosis available may also be included. Some use of appropriate examples included. Explanation of communication difficulties and recommendations for specific strategies that might be used to overcome them

with links to specific sources of support and standards which govern it. Reasonable attempt at providing justification of the challenges faced by the child and the parent.

To access the higher marks in the band the answer should indicate challenges in the present and future and identify specific professional sources of support.

Band 3: 7– 9 marks

Comprehensive and clear discussion displaying excellent knowledge and understanding of all of the causes, signs, symptoms and behaviours associated with autism. Explanation of types of diagnosis included and may also include reference to difficulty in diagnosis. Strong examples are used to illustrate points. Detailed explanation of communication difficulties and recommendations for support strategies that may be used to overcome these challenges with links to specific or a range of support. Good analysis and justification of the potential challenges that the child and parent may face.

To access the higher marks in the band, the response will be clear, concise, coherent and comprehensive, with all relevant aspects considered. Links are made to the use of current standards and codes of practice in the support offered.

Total marks: 9