

3625-30-030/530 MARCH 2019 MARK SCHEME

Level 3 Advanced Technical Diploma in Health and Care (540)

Level 3 Health and Care – Theory Exam (1)

March 2019

Q1	Identify three different types of care roles involved in supporting individuals in receipt of health or care services.		
Q1	Acceptable answer(s)	Guidance	Max marks
Q1	1 mark for each of the following up to a maximum of 3 marks: <ul style="list-style-type: none"> • Formal roles • Informal roles • Support roles. 	Do not accept three different roles within each of the category; each answer must come from each category. Examples of roles may be accepted.	3

Q2	Explain one reason why individuals with mental health issues may require health and care support.		
Q2	Acceptable answer(s)	Guidance	Max marks
Q2	<p>1 mark for identifying a mental health issue and 1 mark for relevant explanation:</p> <ul style="list-style-type: none"> • The illness makes them vulnerable to discrimination and unfair treatment (1) therefore support may be provided to help them overcome the stigma associated with the illness / to raise awareness of why they behave as they do (1) • They may not be able to carry out basic tasks of daily living/lead a normal life (1) therefore support will be provided to reduce the chance of their illness getting worse / lead to physical illness/ make decisions (1) • They may not be able contribute to society / work (1) which may require them to seek professional help to manage the illness to participate in society (1) • The illness is often acute and needs an emergency healthcare response (1) in order to prevent an individual from causing serious harm to themselves and others (1) 		2

Q3	Identify two current standards or codes of practice which embed equality and inclusion in each of the following areas:		
	a) care practice		
	b) education.		
Q3	Acceptable answer(s)	Guidance	Max marks
Q3a	1 mark for each of the following up to a maximum of 2 marks: <ul style="list-style-type: none"> • Care Quality Commission (CQC) requirements • Nursing and Midwifery Council (NMC) registration requirements • The Care Certificate (England) 2015 • Any other acceptable answer. 		2
Q3b	1 mark for each of the following up to a maximum of 2 marks: <ul style="list-style-type: none"> • Early Years Foundation Stage 2014 • Special Educational Needs (SEN) Code of Practice • OFSTED and related standards in children and young people's services 		2

Q4	Describe how prejudice is learned.		
Q4	Acceptable answer(s)	Guidance	Max marks
Q4	<p>1 mark for each description up to a maximum of 4 marks:</p> <p>Prejudice may be learned through observation/internalisation (1) or imitation (1), it can be overt (1) or covert (1).</p> <p>It can be learned from family members/primary socialisation through reinforcement (1), from peers/secondary socialisation through social norms (1) or through negative portrayals in media (1).</p>	Examples may be accepted.	4

Q5	<p>Age, disability, race, sex, religion and belief are protected characteristics as set out in the Equality Act (2010).</p> <p>State two other protected characteristics.</p>		
Q5	Acceptable answer(s)	Guidance	Max marks
Q5	<p>1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • gender reassignment • marriage and civil partnership • pregnancy and maternity • sexual orientation. 		2

Q6	<p>Shaye is 19 years old and is a member of an Irish travelling community.</p> <p>Explain two potential consequences of discrimination that he may face and the impact of these on his health or wellbeing.</p>		
Q6	Acceptable answer(s)	Guidance	Max marks
Q6	<p>1 mark for consequences of discrimination up to a maximum of 2 marks.</p> <p>1 mark for explaining the impact of the consequence of discrimination up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • He may be discriminated against when seeking work (1) so he cannot earn sufficient income to meet his economic needs (1) • He may face limited life chances/pursue interests (1) so is less likely to reach his full potential/join in on things he enjoys (1) • He may face limited social integration/integration with community/labels (1) so may endure negative experiences/abuse / low self esteem(1) • There may be a lack of education (1) therefore he may not be aware of preventative measures for health or wellbeing (1) • Enforced mobility/moving from their location due to discrimination (1) makes it difficult to access health care (1) • 		4

Q7	Identify three types of cognitive impairment that may affect an individual's ability to communicate clearly.		
Q7	Acceptable answer(s)	Guidance	Max marks
Q7	1 mark for each of the following up to a maximum of three marks: <ul style="list-style-type: none"> • Autistic spectrum disorder • Depression • Stroke • Dementia • Medication /drug induced toxicity • Parkinson's • Any other appropriate response. 		3

Q8	<p>Felix was involved in a car accident. Since the accident he has been experiencing anxiety attacks, feeling tearful and does not want to meet his friends. He has been referred to a counsellor to support him to overcome the trauma and to regain his confidence.</p> <p>Describe how the counsellor might communicate with Felix using humanistic and cognitive theories in their therapy sessions.</p>		
Q8	Acceptable answer(s)	Guidance	Max marks
Q8	<p>Minimum 1 mark for each theory must be achieved to gain full marks. 1 mark for each of the following:</p> <ul style="list-style-type: none"> • Humanistic theorists - Carl Rogers / Abraham Maslow / Gerard Egan (1) • The humanistic approach relies on effective communication methods (1) to try to understand Felix’s view of the cause of his anxiety (1) • The humanistic approach requires that the counsellor be non-judgmental about Felix’s response to the accident / this can be demonstrated through his verbal and non-verbal responses (1), which could lead to Felix feeling more comfortable about opening up about his experience (1) The humanistic approach takes into consideration the interaction of internal/ external variables (1) and the need to adapt communication techniques to suit the situation (1) <p>1 mark for each of the following:</p> <ul style="list-style-type: none"> • Cognitive theorists - Leon Festinger, Jean Piaget, Lev Vygotsky (1) • The counsellor will support Felix to use dissonance reduction techniques (1) to regain his confidence (1) • Cognitive processes develop through social interaction (1) so talking about the accident will help Felix to overcome his difficulties (1) 	<p>Candidates must make reference to humanist and cognitive theories with explanations to gain full marks.</p>	6

Q9	State three factors that may influence interpersonal interaction in relation to the physical environment.		
Q9	Acceptable answer(s)	Guidance	Max marks
Q9	<p>1 mark for a description of each of the following up to maximum of 3 marks:</p> <ul style="list-style-type: none"> • Lack of a private physical space • Too much background noise • The allocated space is too small • The allocated place is too hot/ cold • No windows in the space • Furniture poorly positioned / Furniture effectively positioned • The physical environment is safe / the individual can discuss issues without fear or anxiety • The physical environment is accessible. 		3

<p>Q10</p>	<p>Rafal is a support worker and has started working in a new care home for adults. He has already adapted the physical environment to enable effective communication between himself and the individuals in receipt of care services.</p> <p>Explain two other factors that contribute to effective interpersonal communication with the individuals in receipt of care services.</p>		
<p>Q10</p>	<p>Acceptable answer(s)</p>	<p>Guidance</p>	<p>Max marks</p>
<p>Q10</p>	<p>1 mark for identifying a factor, up to a maximum of 2 marks. 1 mark for relevant explanation of factor up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • Rafal needs to show that he respects them (1) to enable the individuals feel comfortable/trusting (1) • Rafal should offer them choice and control in decision making (1) to allow individuals to feel empowered/independent (1) • Having an effective professional relationship with them (1) to instil confidence (1) • Where the service user makes a request that is difficult for the service to meet he could negotiate (1) to agree a mutually beneficial outcome (1) • Active listening /giving full attention to the speaker (1) to show interest in what they are saying/gain valuable information (1) • Information gathering/ using effective questioning techniques (1) to connect with them in a meaningful way (1) • Maintaining up-to-date knowledge and skills in respect of care practices (1) to improve communication/to personalise communication (1) • Recording/reporting accurate/legible information (1) to ensure effective communication sharing/improving the service users' experience. 		<p>4</p>

Q11	State in order the first three steps of carrying out a risk assessment.		
Q11	Acceptable answer(s)	Guidance	Max marks
Q11	1 mark for each of the following, in correct order: <ul style="list-style-type: none"> • Identify the hazards • Decide who may be harmed and how • Assess the risks and decide on precautions/take action 	Maximum two marks available if the three answers are provided but in the incorrect order.	3

<p>Q12</p>	<p>Alice is 92 years old and lives in a care home. She requires support with her mobility. Mai, a care assistant, usually transfers Alice to the bath using a hoist, however, on the last occasion Alice fell out of the hoist and onto the floor.</p> <p>Describe the actions Mai could take to prevent Alice having another fall in the future in relation to Health and Safety legislation.</p>		
<p>Q12</p>	<p>Acceptable answer(s)</p>	<p>Guidance</p>	<p>Max marks</p>
<p>Q12</p>	<p>1 mark for each of the following descriptions:</p> <ul style="list-style-type: none"> • Follow procedures for documenting the cause of the fall • Carry out precautions based on the new risk assessment • Ensure that Mai has the qualifications/ competence/ skills/ experience to carry out the task • Ensure that the hoist is safe to use/used in a safe way • Reviews the care plan • Carry out instructions based on the reviewed care plan • Ensure that sufficient resources /other equipment are available to meet Alice’s needs. 		<p>6</p>

Q13	State the purpose of having policies and procedures in a health and care setting.		
Q13	Acceptable answer(s)	Guidance	Max marks
Q13	1 mark for each of the following, up to a maximum of 3 marks: <ul style="list-style-type: none"> • It is a legal compliance • To apply consistent practice amongst staff • To maintain equality so no-one gets preferential treatment • To provide guidance to workplace practice • To identify managerial accountability • To define employee responsibilities 		3

Q14	<p>There is a suspected outbreak of Salmonella in a care home.</p> <p>Explain why it is important to follow the reporting procedures in this instance.</p>		
Q14	Acceptable answer(s)	Guidance	Max marks
Q14	<p>1 mark for each of the following, up to a maximum of 4 marks:</p> <ul style="list-style-type: none"> • Care home residents live closely together so organisms which cause infection are easily spread (1) • Residents are more prone and vulnerable to infections which can cause serious health issues or death (1) • Staff should follow procedures to prevent, detect and manage an outbreak effectively (1) • Care home must have an outbreak plan ready to minimise the number of people affected and the harm caused (1) • Correct reporting will help identify the source of infection (1) and prevent reoccurrence by reviewing processes and providing additional training (1) • Correct reporting will help identify the cause of infection (since salmonella is only suspected) and ensure correct treatment. (1) • Correct reporting will help identify and reduce hazards and risks to the wider public. (i.e. if the problem is with a supplier) (1) 		4

<p>Q15</p>	<p>Frank is 87 years old. He lives in warden controlled sheltered housing. He is physically frail, has moderate dementia, and has recently scalded his hand when making himself a hot drink. Both his daughter and the domiciliary care workers, who visit him, are concerned about his welfare and want to discuss how he may be supported to remain independent and safe. The domiciliary care manager invites Frank and his daughter to a meeting to review his care plan.</p> <p>Discuss the key points that should be considered for the meeting.</p>		
<p>Q15</p>	<p>Acceptable answer(s)</p>	<p>Guidance</p>	<p>Max marks</p>
<p>Q15</p>	<p><i>For no awardable content, award 0 marks.</i></p> <p>Indicative content</p> <ul style="list-style-type: none"> • Professional care values to meet Frank’s needs – dignity/ rights/respect/ choice/ inclusion/person-centred approach/ Anti-discriminatory practice • Confidentiality of personal information about Frank and his needs is maintained - e.g. Data Protection Act • Legislation and codes of practice identified which support and protect Frank e.g. The Equality Act (2010), Safeguarding Vulnerable Adults, Mental Health Act, Care Act (2014) • Regulations which govern responsibilities for Frank’s safety e.g. Food Hygiene, COSHH • Sources of support adhering to equality and inclusion are available to Frank and his daughter • Role and purpose of different settings that may meet Frank’s needs • Job roles of professionals who may offer support for Frank and his family • Professional strategies are discussed to promote equality for Frank • Appropriate communication strategies are used to support Frank to express his needs with consideration of his dementia and age • Professionals consider Frank’s level of understanding and make sure that he understands the type of support offered and the choices he has • Specialist professional support for Frank’s complex needs 		
		<p>Band 1 (1-3 marks)</p> <p>Basic discussion showing narrow inclusion of considerations, supported with little or no analysis. Some accurate basic knowledge of Franks’ likely needs and the ways in which they may be met. Limited or no reference to the protection of Frank’s rights which may include basic or reference to legislation/regulation/codes of practice. Minimal reference to the importance of professional care values. Provided little or no justifications for points made. The response lacked structure and coherency. Where facts were provided, these were sometimes incorrect.</p> <p>To access higher marks in the band the response will include some attempt of meeting Frank’s individual needs with a satisfactory range of considerations.</p> <p>Band 2 (4-6 marks)</p> <p>Clear and relevant discussion which makes a reasonable attempt to cover some considerations displaying good breadth of knowledge and understanding. This was supported by brief analysis. The discussion included attempts to link Frank’s holistic needs and the family’s needs and will make reference to professional care values. Some areas may be more detailed than others. Some reference to</p>	<p>9</p>

	<ul style="list-style-type: none"> • Equipment and assistive technology used to support Frank • Theories related to communication • Potential barriers to communication • Recording keeping – in connection to incident 	<p>protecting Frank’s rights linked to legislation/regulation/codes of practice. Throughout the discussion recommendations and opinions were offered with some justification and the use of a few examples. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate. Content is factually accurate.</p> <p>To access higher marks in the band, the discussion will be mostly detailed and contain some justifications and strong links to protection of Frank’s rights which may include following legislation/regulation/codes of practice. The overall discussion will be presented clearly and with logical structure.</p> <p>Band 3 (7-9 marks)</p> <p>Comprehensive and clear discussion showing breadth of understanding across a variety of considerations, which were supported by effective analysis and conclusions that displayed depth of understanding. Detailed analysis of Frank’s holistic needs and the needs of the family and the ways in which they may be met with strong links to professional care values. A range of examples are used to illustrate points. Robust reference to protection of Frank’s rights which may include following legislation/regulation/codes of practice. Throughout the discussion, well-reasoned justifications for recommendations and opinions were offered. Relevant use of accurate terminology was evident. The entire discussion was coherent, relevant and factually accurate.</p> <p>To access higher marks in the band the response will be coherent, balanced and structured in a logical way. There will be a range of</p>	
--	---	---	--

		recommendations offered with strong links to legislation/regulation /codes of practice and communication theories which are fully justified.	
--	--	--	--