

Understand the principles and values in health and social care (adults and children and young people), early years and childcare

Assessment marking guide

A/506/0233

4230-102



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Assessor guidance

Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx

What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

Marking guidance

Task A:	Induction guide
i.	Identify the principles and values that are important when working in health and social care. Candidates must identify principles and values that are important in health and social care. Examples include: <ul style="list-style-type: none">• respecting diversity• non-judgemental attitude• maintaining confidentiality• reliability• honesty• behaviour in own life does not bring the sector into disrepute• respecting dignity, privacy, choice, individuality and independence. Any other acceptable answer.
ii.	Outline the guidance and standards that come from these principles and values. Candidates must identify the guidance and standards that describe the principles and values. Examples include: <ul style="list-style-type: none">• Care Council for Wales Code of Practice for Social Care Workers (Wales)• NISCC Code of Practice for Social Care Workers (NI)• National Occupational Standards• UN Convention on the Rights of the Child• European Convention on Human Rights. Any other acceptable answer.
iii.	Outline why people working in social care should always work to these values. Candidates must outline why people working in social care should follow these values. Examples include: <ul style="list-style-type: none">• safeguarding, to keep people safe• professionalism• public trust and confidence• meeting expectations. Any other acceptable answer.

iv. Describe why people who access services should be valued as individuals.

Candidates must describe why people using services must be valued as individuals. This might cover aspects such as:

- promotes individuality
- offers respect
- individuals are more likely to engage with services which recognise their individuality
- avoids a “one size fits all” approach.

Any other acceptable answer.

v. Outline what is meant by ‘person-centred practice’ or ‘child-centred practice’.

Candidates must outline what is meant by person-centred or child centred practice. Any definitions must be in the candidates own words.

Examples include:

- placing the individual at the centre of the service
- making sure any planning and delivery suits individual needs
- taking into account personal preferences and wishes
- control remains with the individual
- using language and approaches which suit individual needs.

Any other acceptable answer.

vi. Explain what ‘confidentiality’ means in terms of adult’s and children’s social care.

Candidates must define what confidentiality means. Any definition must be in the candidates own words.

Important points to consider include:

- applies to all information, whether written, electronic or verbal
- is a legal duty, with the proviso that certain information must be shared even if the individual does not wish this (example is safeguarding)
- does not mean that they cannot tell anyone; information must be shared with other practitioners.

Any other acceptable answer.

Marking guidance

Task B: CV / Personal profile
<p>i. Ways of working that value adults who access services.</p> <p>Candidates must give examples of ways to value adults who use services. Candidates may use real examples but confidentiality must be maintained.</p> <p>Examples might include:</p> <ul style="list-style-type: none">• using preferred name to address the person• listening to their views and taking these into account• getting to know the person and relating to them as an individual• finding ways to work in line with individual preferences• explaining actions and limitations to the person. <p>Any other acceptable answer.</p>
<p>ii. Ways of working that value children and young people who access services.</p> <p>Candidates must give examples of ways to value children who use services. Candidates may use real examples but confidentiality must be maintained.</p> <p>Examples might include:</p> <ul style="list-style-type: none">• listening to their views and taking these into account• using child-friendly language and approaches• getting to know the child/young person and relating to them as an individual. <p>Any other acceptable answer.</p>
<p>iii. Conflicts that may arise between a worker's principles and values and those within the sector.</p> <p>Candidates must give examples of conflicts that might occur.</p> <p>Examples include:</p> <ul style="list-style-type: none">• differences in lifestyle choices between people who are being supported and care workers• priorities of the setting eg limitations on time and resources and the demands on the worker• cultural or religious beliefs. <p>Any other acceptable answer.</p>

iv. How individuals are respected and valued by maintaining confidentiality.

Candidates must outline how confidentiality can promote respect and value individuals.

Points to consider include:

- promotes trust if the individual knows details will not be subject of gossip
- telling the individual what you have to share and with whom
- promotes privacy and dignity of individuals, eg personal information kept secure.

Any other acceptable answer.

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