

# Introduction to partnership working in health and social care (adults and children and young people), early years and childcare

## Assessment marking guide

M/506/0262

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# Introduction to partnership working in health and social care (adults and children and young people), early years and childcare

## 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](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: Spider diagram

#### **A 6-year old child, who lives with their family and who has profound and multiple disabilities.**

Candidates must produce a spider diagram which shows different people and organisations which may be involved with the child. Examples must be provided for family / carers, practitioners, community services and individuals who may be concerned with the care of the child / adult.

Examples include:

- parent or carer
- Brothers / sisters
- friends
- teacher
- teaching support worker
- support or care worker
- doctor
- respite carer
- specialist nurse
- Social Worker.

Any other acceptable answer.

#### **An older person with dementia who is moving from their own home into residential care.**

Candidates must produce a spider diagram which shows different people and organisations which may be involved with the individual. Examples must be provided for family / carers, practitioners, community services and individuals who may be concerned with the care of the child / adult

Examples include:

- Social Worker
- doctor
- specialist nurse
- residential home manager
- residential key worker
- family
- neighbours / friends
- advocate
- IMCA (Independent mental capacity advocate)
- support worker.

Any other acceptable answer.

## Marking guidance

<b>Task Bi:</b>	<b>Leaflet</b>
<p><b>An outline of what the term ‘partnership working’ means.</b></p> <p>Candidates must outline the meaning of partnership working in their own words. Key features to consider include:</p> <ul style="list-style-type: none"><li>• sharing information</li><li>• understanding the work practice of others</li><li>• understanding priorities of others</li><li>• working with other practitioners and the individual / carer / family etc</li><li>• listening to advice and ideas from others.</li></ul> <p>Any other acceptable answer.</p>	
<p><b>The benefits of working in partnership.</b></p> <p>Candidates must recognise the benefits of working in partnership with others including:</p> <p>Individual / child:</p> <ul style="list-style-type: none"><li>• do not have to repeat themselves if using a single assessment process</li><li>• continuity of care</li><li>• more efficient use of time (eg no repetition of services)</li><li>• different views shared to ensure a full assessment is made.</li></ul> <p>Families / carers:</p> <ul style="list-style-type: none"><li>• single point of contact (lead professional)</li><li>• able to express their views, needs and preferences</li><li>• fully involved in the assessment, planning and reviewing of services (where safe to do so).</li></ul> <p>Any other acceptable answer.</p>	

### **Examples of how a care worker could work well in partnership (adult or child).**

Examples of how care workers could work in partnership must be realistic. If they relate to real situations candidates must ensure that personal details remain confidential.

Examples may include areas such as:

- care worker seeking guidance from the individual or child about how they want personal care to be given
- care workers seeking information from the families or carers about their preferences
- care workers from residential or day care establishments attending local meetings about the area and being involved in organised activities (such as fetes, street parties etc)
- care workers ensuring they share information with other practitioners or professionals in an appropriate and timely manner.

Any other acceptable and realistic example.

## Marking guidance

Task Bii:	Letter
<p><b>You have a friend who has begun a career in the care sector. They are involved in partnership working and would like some guidance on the information they can share with others.</b></p> <p><b>Write a letter outlining the meaning of the term 'confidentiality' in relation to partnership working.</b></p> <p>Candidates must outline the meaning of confidentiality in the context of social care work in their own words. Candidates must recognise that partnership working means that details should be shared, but it may be necessary to gain permission from the child / individual before doing so.</p> <p>Important points to consider include:</p> <ul style="list-style-type: none"><li>• does not mean keeping secrets</li><li>• need to tell the individual / child that information will be shared with other practitioners</li><li>• if in doubt, they must ask before sharing</li><li>• share exact details and as soon as possible</li><li>• share information securely</li><li>• all practitioners and others should be sharing information.</li></ul> <p>Any other acceptable answer.</p>	

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