

## 3625-20 Level 2 Technical Certificate in Healthcare, Care and Childcare

June 2018

Question	Acceptable answer(s)	Guidance	Max marks
<p><b>1</b></p> <p>a) Describe what is meant by 'day centre'.</p> <p>b) State <b>five</b> services provided by a day centre.</p>	<p><b>a) One mark for the following description.</b></p> <p>A day centre is a community service which provides daily care and support activities for individuals who are not fully independent.</p> <p><b>b) One mark for each of the following services up to a maximum of five marks:</b></p> <ul style="list-style-type: none"> <li>• Help with engaging with others</li> <li>• engaging in social activities at the centre</li> <li>• befriending</li> <li>• supporting with medical or other appointments</li> <li>• arranging and accompanying on outings</li> <li>• access to specialist social support services</li> <li>• access to information on healthcare and services</li> <li>• support with well-being and health improvement</li> <li>• short term respite care</li> <li>• providing personal care</li> <li>• supporting nutritional needs</li> </ul>		6
<p><b>2</b></p> <p>Describe <b>two</b> different factors that may impact how an individual chooses to access health and care services.</p>	<p><b>One mark to be awarded for each description up to a maximum of four marks.</b></p> <p><b>Answers may include any four of the following:</b></p> <ul style="list-style-type: none"> <li>• Mental capacity (1) as an individual may not have</li> </ul>	<p><b>Candidates that only list factors with no description will be awarded a maximum of two marks</b></p>	4

	<p>capacity to make an informed choice (1)</p> <ul style="list-style-type: none"> <li>• Individual preference (1) as the individual may not wish to access any services (1)</li> <li>• Family/friend influence and intervention (1) as they may provide informal support (1)</li> <li>• Enforced provision (1) where a mental health crisis may mean that the individual has to be taken into a secure setting (1)</li> <li>• Financial constraints (1) where the individual's financial situation requires assessment to see whether they are eligible for funded care/support (1).</li> <li>• Sufficient information about services being provided (1) using accessible methods (1)</li> <li>• How well a setting can meet an individual's support needs (1) and the confidence of the individual in the setting (1)</li> </ul>		
<p><b>3</b> Identify <b>six</b> different services or professionals that provide health and care services to babies within the first year of life.</p>	<p><b>One mark for each, up to a maximum of six marks.</b></p> <ul style="list-style-type: none"> <li>• Day nursery</li> <li>• GP practice</li> <li>• Midwife</li> <li>• Health visitor</li> <li>• Immunisation clinic</li> <li>• Social worker</li> <li>• Child-minder</li> <li>• Nanny</li> <li>• Baby sitter</li> <li>• Foster care</li> <li>• Hospital</li> <li>• Mother and Baby Unit</li> <li>• Nurse</li> <li>• Baby group</li> </ul>		<b>6</b>
<p><b>4</b> Describe how a nursery can provide 'wrap around care' to support children and working parents.</p>	<p><b>Maximum one mark to be awarded if a definition of wrap around care is given.</b></p> <ul style="list-style-type: none"> <li>• Wrap around care is the term used to explain services that families can use to support children of working parents (1).</li> </ul>		<b>4</b>

	<p><b>One mark each for identifying types of wrap around care, and one mark to be awarded for relevant description of each.</b></p> <p><b>Maximum 4 marks available for identifying the type of wrap around care.</b></p> <ul style="list-style-type: none"> <li>• Introducing breakfast clubs (1) will help children receive a meal if their parents have to leave early for work (1).</li> <li>• After school clubs (1) will help support parents that do not get home until later (1) and allows the child to continue to be involved in activity (1).</li> <li>• Holiday activity weeks (1) support parents that are unable to take time off from work (1).</li> <li>• Homework club (1) will help facilitate the child with their educational development if parents are unable to support (1).</li> </ul>		
<p><b>5</b> Define <b>each</b> of the following terms and give one example of each:</p> <p>a) Infection.</p> <p>b) Infestation.</p>	<p><b>Two marks maximum available for each point.</b></p> <p>a) Infection is an invasion of the body by pathogenic organisms/ disease producing organisms (1). Example could include but not be limited to: common cold/ influenza/ HIV/ warts.</p> <p>b) Infestation is the collection of a larger amount of parasites which invade a host organism and which can cause disease (1). Example could include but not be limited to: lice/ worms/ nits.</p>		<b>4</b>
<p><b>6</b> Sonia is a care worker. She has been asked to take Mrs Roberts on a shopping outing. Mrs Roberts has mild dementia so Sonia will need to carry out a</p>	<p><b>One mark for any of the following potential hazards, up to a maximum of three marks.</b></p> <ul style="list-style-type: none"> <li>• Difficulty accessing public or private hire transport.</li> <li>• Mrs Roberts awareness of own safety.</li> <li>• Being equipped for the weather eg clothing, umbrella, etc.</li> </ul>		<b>3</b>

<p>risk assessment for the activity.</p> <p>State <b>three</b> potential hazards Sonia should consider prior to the shopping trip.</p>	<ul style="list-style-type: none"> <li>• Ability to manage her own money.</li> <li>• Potential for falls.</li> <li>• Possibly anxiety</li> <li>• Use of public facilities</li> <li>• Any other appropriate response.</li> </ul>		
<p><b>7</b></p> <p>John is 20-years-old and has a learning disability. He discloses to his carer that his father has been hitting him and reveals a large bruise on his back.</p> <p>Describe <b>five</b> key steps that must be followed in line with current safeguarding legislations.</p>	<p><b>One mark for any of the following answers, up to a maximum of five marks.</b></p> <ul style="list-style-type: none"> <li>• Seek medical attention (1)</li> <li>• Sharing information with relevant professionals / external agencies (1) on a need to know basis (1)</li> <li>• Take factual /clear/ accurate details of the account (1) and keep records securely (1)</li> <li>• Record specific detail (for example, body map and what was observed/heard/said/disclosed) in line with requirements (1).</li> <li>• Follow data protection legislation (1)</li> <li>• Follow workplace policy regarding the protection of evidence (1).</li> <li>• Reassure John (1) and monitor his well-being (1)</li> </ul>		<p><b>5</b></p>
<p><b>8</b></p> <p>Give <b>two</b> examples of institutional abuse within a residential setting for the elderly.</p>	<p><b>One mark each for any two of the following examples.</b></p> <p><b>Examples may include individuals not being given choice to make decisions, these may include:</b></p> <ul style="list-style-type: none"> <li>• Residents are woken early in the morning rather than when they would like to wake up so that staff can serve wash and dress people and serve breakfast at a set time</li> <li>• All residents have to attend an activity whether they want to or not</li> </ul>		<p><b>2</b></p>

	<ul style="list-style-type: none"> <li>Residents don't have their own clothes but use a common supply.</li> <li>The front door security system does not work</li> <li>Person centred care approaches not being embedded in practice</li> <li>Best /safe working practices are ignored</li> <li>Choices and wishes of individuals using services are ignored</li> </ul>		
<p><b>9</b></p> <p>a) Define the term 'transitions' in the context of early childhood.</p> <p>b) Give <b>six</b> different examples of transitions for a child in the 0-5 age group.</p>	<p><b>a) One mark for the following definition:</b> A transition is when there is a period of significant change for a child.</p> <p><b>b) One mark available for each example, up to maximum of six:</b></p> <ul style="list-style-type: none"> <li>changes of environment: home to nursery (1) nursery to school (1)</li> <li>developmental changes: toilet training (1) independent eating (1) learning to walk (1) the onset of a medical condition (1)</li> <li>family changes: break up (1) bereavement (1) step parenting (1) moving into care (1) Parents with disabilities/parents with health problems (1)</li> <li>changes to family wealth (1) or social standing (1)</li> <li>becoming a refugee and migrating (1)</li> <li>moving straight from one activity to the next activity within a setting (1)</li> </ul>		<b>7</b>
<p><b>10</b></p> <p>Explain how long-term unemployment can impact on the health and well-being of a young person.</p>	<p><b>One mark for each answer, up to a maximum of three.</b> <b>Answer may include but not be limited to potential.</b></p> <ul style="list-style-type: none"> <li>depression</li> <li>mental health issues</li> </ul>		<b>3</b>

	<ul style="list-style-type: none"> <li>• impact on self-confidence and self-reliance</li> <li>• poverty</li> <li>• poor diet</li> <li>• substance mis-use</li> <li>• onset of physical ill health</li> <li>• change in social standing and personal wealth</li> <li>• impact on family and friends relationships</li> <li>• anti-social behaviour</li> </ul>		
<p><b>11</b> State <b>two</b> different clinical nursing tasks undertaken in a healthcare service.</p>	<p><b>One mark for each answer, up to a maximum of two.</b></p> <ul style="list-style-type: none"> <li>• Taking and recording observations – e.g. blood pressure, temperature, respiration</li> <li>• Administering and recording medication</li> <li>• Administering and recording vaccinations</li> <li>• Taking samples – e.g. blood, stool, urine</li> <li>• Undertaking treatments and dressings</li> <li>• Preventing pressure sores</li> </ul>		<b>2</b>
<p><b>12</b> Explain the importance of a practitioner as a positive role model in a childcare setting.</p>	<p><b>One mark for each answer, up to a maximum of two.</b></p> <ul style="list-style-type: none"> <li>• Children copy what they see from someone they look up to (1).</li> <li>• Other colleagues will follow good practice (1)</li> <li>• They will promote inclusive practice (1)</li> <li>• Provide a positive image of the setting (1)</li> </ul>		<b>2</b>
<p><b>13</b> Gustav is a young man who has a neurological disorder. He lives in a supported living service and has experienced difficulty</p>	<p><b>Band 1: 1 – 4 marks</b> The response covers a narrow range of considerations with limited reference to health and safety and individual needs. Basic discussion with the use of bullet points displaying mostly recall of knowledge and limited understanding</p>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Actions to take before setting up a cookery activity with Gustav – consent, check care/support plan</li> </ul>	<b>12</b>

<p>settling in with the other residents. Gustav has said he feels excluded. He has limited mobility, uses a wheelchair and has difficulty with fine motor skills but wants to learn some cooking skills.</p> <p>Paul has started work as a support worker in the supported living service where Gustav lives.</p> <p>Discuss the actions that Paul should consider in order to support Gustav in his request to develop some cooking skills.</p>	<p>on the different aspects of the scenario such as Gustav’s emotional state and building relationships. Brief or no description of analysis and recommendations. Limited or no reference to sources of support or examples. Minimal justification for decisions which may relate back to working practices/legislation/regulation.</p> <p>To access the higher marks in the band, the candidates’ response will cover an adequate range of considerations and show understanding of health and safety and risk.</p> <p><b>Band 2: 5 – 8 marks</b></p> <p>The response makes a reasonable attempt to cover a variety of considerations displaying a good level of knowledge and understanding of health and safety, supporting Gustav’s individual needs and developing independent living skills. Discussion is mostly relevant and likely to be detailed in some areas more than others. Some analysis and recommendations with reference to some sources of support given. Some justification for decisions which may relate back to processes, best practice, legislation, regulation and individual needs.</p> <p>To access the higher marks in the band the overall discussion is presented in a clear, logical format, detailed and contains relevant justifications.</p> <p><b>Band 3: 9– 12 marks</b></p> <p>The response is both thorough and detailed covering a variety of considerations displaying excellent breadth of knowledge and depth of understanding health and safety, supporting Gustav’s individual needs and developing independent living skills. A comprehensive discussion supported with sound analysis and recommendations with reference to a</p>	<p>and ensure kitchen and equipment are free to use, ensure the kitchen is warm and clean</p> <ul style="list-style-type: none"> <li>• key legislation, regulation and organisational policies which Gustav and Paul need to know about in order to carry out the activity safely and to stay safe themselves– Health and Safety, food hygiene, preventing infection,, other relevant training, use of PPE and COSHH</li> <li>• potential hazards when carrying out the cooking activity</li> <li>• Following working practices of the service.</li> <li>• Communication with other team members and reporting and recording activity</li> <li>• Catering for individual needs - ensuring dignity and respect</li> <li>• Safeguarding of those requiring extra support,</li> <li>• Support with developing resilience</li> <li>• Individual care/support package</li> <li>• Ranges of support – specialist practitioners to</li> </ul>	
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	<p>range of sources supporting best practice in meeting Gustav's needs and developing his skills. Good justifications for decisions which may relate back to processes, legislation, best practice, regulation and possible theories.</p> <p>To access the higher marks in the band, the response will be well balanced, comprehensive and the justifications fully justified. Gustav's emotional well-being and developing his resilience will be taken into consideration.</p>	<p>undertake risk assessments, GPs, Occupational therapists, and social worker.</p> <ul style="list-style-type: none"> <li>• Support with integration into residential community</li> <li>• Extending independent living skills</li> </ul>	
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