

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

Level 3 Advanced Technical Extended Diploma in Health and Care (1080)

Q	Acceptable answer(s)	Guidance	Max marks
1	<p>One mark for each of the following up to a maximum of three marks:</p> <ul style="list-style-type: none"> • provide re-ablement services • support people in their own homes • provide help with independent living • avoid admission/treatment at hospital • provide health improvement services/promote well-being • provide multi-disciplinary integrated quality care through partnership working • Any other appropriate response. 		3
2	<p>Maximum one mark to be awarded for identification of benefit, and one mark to be awarded for expansion.</p> <p>Explanation to include one of the following to a maximum of two marks:</p> <ul style="list-style-type: none"> • To encourage opportunities for personal development / achievement (1), this will enable young people to reach their potential (1). • To empower them (1) which will help them improve their lives / create a better future (1) • To equip them with daily living skills (1) which are needed for independent living (1) • To provide a safe environment (1) which will help them make the transition to long-term accommodation (1). 	<p>Note to marker: It is possible to award marks for expansions related to other benefits if appropriate.</p>	2
3	<p>One mark for each example up to a maximum of two marks.</p> <p>a) Examples may include situations which occur when an organisation makes a decision or puts in place a policy procedure or practice which appears to</p>		4

	<p>treat everyone equally but which in practice, means that individuals from a particular protected group are treated less favourably than others.</p> <p>b) One mark for each of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • fear • stress • isolation/decrease in social participation • depression/withdrawn • loss of rights • lack of self-worth/self-confidence • lack of development of a positive identity • change in behaviour • Any other appropriate response. 		
4	<p>To gain full marks, the candidate must make reference to support Jay and the resident.</p> <p>Salma will need to support Jay to inform the manager (1), and record the incident (1). She will ensure Jay is supported to explore his feelings by providing him with sources of support (1). Salma may help Jay to understand the reasons why the resident might have made the remarks (could be down to capacity, cultural differences etc.) (1).</p> <p>Salma will need to ensure the resident continues to receive quality care (1).</p> <p>Salma should inform the Manager who could provide support to the resident in understanding their actions (1).</p> <p>Salma could support the resident by speaking to them to explore reasons for their behaviour/remarks (1).</p>	Note to marker: Do not accept marks for Salma reprimanding/accusing the resident.	4
5	<p>One mark for an identification of each of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • legal • financial • organisational • physical environments • geographical location. 		2

6	<p>One for each description of the following up to a maximum of four marks:</p> <ul style="list-style-type: none"> • He may not have a stable consistent care giver to attach to as staff work shifts, move jobs and have other residents to care for • He may feel isolated from his family, friends and community because he does not see them as often • He may be more prone to mental health problems such as low self-esteem/maintaining social skills • He will be unable to make his own independent choices/follow his own routines • He may not have access to things that he likes doing • He may lose skills as he is now a passive recipient of care/support. • He may respond well to the routine 		4
7	<p>One mark for each of the following up to a maximum of three marks:</p> <ul style="list-style-type: none"> • Speech/speed of speech • jargon • dialect/accent • paraphrasing • paralinguistics • hearing impairment • background noise • people in shock/illness • speech impediment • Any other appropriate response. 		3
8	<p>Examples: Candidates may be awarded a maximum of two marks for providing different examples of emerging technologies (computerised/technological aids/challenges faced with using it.) One mark for each explanation of impact. Example of computerised systems (1) Impacts may include:</p> <ul style="list-style-type: none"> • Health and care professionals can use them to conduct online diagnosis / 	<p>Note to marker: examples should refer to a specific piece of technology to gain marks. Do not award marks for repeated answers across more than one example.</p>	5

	<p>treatments (1) saving time (1) and expense (1)</p> <ul style="list-style-type: none"> • Health and care staff can conduct online face-to-face communications (1), this helps when people are located in different places for efficiency (1) • may save health and care staff admin time/efficiency (1) • Sharing information occurs quickly (1) enabling support to individuals (1) • They drive the broader use of patient-level treatment and outcomes data (1) to support the personalisation of services (1). • Enables effective communication to take place <p>Example of technological aids (1) Impacts may include:</p> <ul style="list-style-type: none"> • These assist individuals for independent living (1) and self-care (1). • better life support so people could live longer (1) • Enables effective communication to take place <p>Examples of challenges (1) Impacts may include:</p> <ul style="list-style-type: none"> • Using technologies in remote and rural locations where internet connection and use of technology is less widespread (1), this may impact effectiveness (1) • There may be financial restraints on the resources required to use emerging technologies (1) and therefore although they would like to use this, they are not able to and therefore not benefiting from the various advantages (1) • Health and care staff may require specialist training to make full use of emerging technologies (1) and be restricted if this is not available (1). • Non-compatibility across a range of technologies (1) 		
9	<p>One mark for each identification of a third party up to a maximum of three marks:</p> <ul style="list-style-type: none"> • independent advocate • interpreter/translator 		3

	<ul style="list-style-type: none"> personal assistant/direct carer. 		
10	<p>Interpersonal communication skill. One mark for each of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> active listening questioning / observation negotiating and agreeing care decisions/actions with the individual recording and reporting accurately/legible information adapting body language <p>Contributes to person-centred care. One mark for each of the following up to a maximum of three marks:</p> <ul style="list-style-type: none"> to allow the carer to identify and meet individual needs / respect their preferences gather information about the individual to be able to negotiate with other professionals/ informal carers / services to support the individual to provide continued quality care support the individual to communicate their needs support individuals to make their own choices / maintain control of their own affairs 		5
11	<p>One mark for each of the following up to a maximum of three marks:</p> <ul style="list-style-type: none"> The Health and Safety at Work Act The Control of Substances Hazardous to Health (COSHH) Regulations The Provision and Use of Work Equipment Regulations The Management of Health and Safety at Work Regulations The Personal Protective Equipment Regulations The Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) The Manual Handling Operation Regulations 		3

	<ul style="list-style-type: none"> • The Food Hygiene Regulations • Regulatory Reform (Fire Safety) Order 		
12	<p>One mark for identifying a correct step up to a maximum of three marks. One mark for each explanation up to a maximum of two marks.</p> <p>Steps:</p> <ul style="list-style-type: none"> • Check risk assessment within the care plan • Carry out the procedure of changing the dressing following the care plan • Wash hands thoroughly before and after the procedure • Use appropriate PPE for the procedure • Carry out safe disposal of PPE after the procedure • Manage soiled clothes and linen – correct colour bags, etc. • Correct disposal of clinical waste/ hazardous substances <p>Explanation:</p> <ul style="list-style-type: none"> • To identify risks, hazards and the plan • To reduce the risk of cross-contamination • To reduce the risk of cross-infection • To reduce the risk of the individual's wound becoming infected. 		5
13	<p>One mark for each of the following up to three marks:</p> <ul style="list-style-type: none"> • By conducting electrical checks on equipment • Having regular fire drills • Have systematic fire alarm testing • Use of fire wardens/staff training • Having fire extinguishers in prominent places • Having fire blankets/sand in prominent places • Fire safety doors • Use of automatic sprinklers • Flammable goods in secure storage • Any other appropriate response 		3
14	<p>Maximum two marks for identifying risks. To achieve full marks, candidates must provide relevant ways to reduce the risks identified.</p>		5

	<p>Risks may include:</p> <ul style="list-style-type: none"> • risk of injury to Ramon • risk of injury to Tom • damage to equipment/environment <p>Reducing risks:</p> <ul style="list-style-type: none"> • follow care plan risk assessment • follow moving and handling procedures • ensure Tom is fully aware of the procedure to be followed • know when it is possible to move and handle in a safe way to not carry out the transfer • ensure there is adequate space to manoeuvre • ensure the floor surface is even/ not slippery • training may be required to increase ability/skill/confidence • suitable, working equipment needed to carry out the transfer • wear suitable clothing and shoes. 		
<p>15</p>	<p>Band 1: 1 – 3 marks Basic discussion showing minimal breadth of considerations, supported with little or no analysis. Few links to individual needs and limited understanding of support services available. Made limited reference to possible support and communication and provided little or no justifications for these. 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 the individual needs with a satisfactory range of considerations.</p> <p>Band 2: 4 – 6 marks Clear and relevant discussion which makes a reasonable attempt to cover some considerations displaying good breadth of knowledge and understanding. This was supported by some analysis. The discussion</p>	<p>Indicative content</p> <ul style="list-style-type: none"> • Complex needs requiring support include– help with communication, mobility, personal care, stimulation, social interaction, learning and development • Types of settings that may provide support for Baasim • Current health and care legislation that applies to Baasim • Current standards and Codes of Practice • Health and care professionals/services who may support Baasim • Potential barriers to Baasim experiencing equality of opportunity, promoting ways to support inclusion • The use of verbal and non-verbal communication and its 	

<p>included some attempt to link individual needs. Some areas may be more detailed than other areas but will include reference to support and communication. Throughout the discussion recommendations and opinions were offered with some justification and the use of some 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 some links to legislation or theories. The overall discussion will be presented clearly and with some logical structure.</p> <p>Band 3: 7– 9 marks Comprehensive and clear discussion showing breadth of understanding across the main considerations which were supported by effective analysis and conclusions that displayed depth of understanding. A well-reasoned discussion with accurate links to individual needs and theories were considered. Good comparisons were made between support and communication techniques. Throughout the discussion coherent recommendations and opinions were offered with good justifications, some links to legislation and theories and clearly defined examples. Relevant use of accurate terminology was evident. The entire discussion was 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 recommendations offered with strong links to legislation and theories which are fully justified.</p>	<p>impact on Baasim communicating with others and professionals communicating with Baasim and his parents; barriers to effective communication</p> <ul style="list-style-type: none"> • Assistive technology and augmentative communication systems • The importance of, and considerations for, respecting Baasim’s dignity and privacy when supporting him with his daily living needs • Relevant health and safety legislation and regulations • Types of moving and handling equipment that may be used to support Baasim • Importance of risk assessments • How to reduce the spread of infection when supporting the delivery of personal care • Maintenance of the environment used to carry out personal care tasks • Relevant humanist and cognitive theories 	
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