



# T Level Technical Qualification in Health

**Core knowledge and understanding**

**Paper A**

**Mark scheme**

This mark scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a student
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

## Marking guidelines

### General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently; do not change your approach to marking once you have been standardised.
- Reward students positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

### Guidelines for using extended response marking grids

Extended response marking grids have been designed to assess students' work holistically. They consist of bands-based descriptors and indicative content.

Bands-based descriptors: each band is made up of several descriptors for across the AO range, AO1 to AO3, which, when combined, provide the quality of response that a student needs to demonstrate. Each band-based descriptor is worth varying marks.

The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

Indicative content reflects content-related points that a student may make but is not an exhaustive list. Nor is it a model answer. Students may make all, some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

## **Application of extended response marking grids**

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band descriptor. Remember to look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide and therefore you must credit other suitable responses a student may produce. It is not a requirement either that students must cover all the indicative content to be awarded full marks.

## **Assessment objectives**

This assessment requires students to:

- AO1: Demonstrate knowledge and understanding of contexts, concepts, theories and principles in healthcare
- AO2: Apply knowledge and understanding of contexts, concepts, theories and principles in healthcare to different situations and contexts
- AO3: Analyse and evaluate information and issues related to contexts, concepts, theories and principles in healthcare to make informed judgements, draw conclusions and address individual needs

The weightings of each assessment objective can be found in the qualification specification.

## Section A: working in the healthcare sector

This section is worth 30 marks, plus 3 marks for the quality of written communication (QWC).

**1** In the United Kingdom, private healthcare is an option some people may choose.  
**State one way in which private healthcare can be funded.** [1 mark]

**AO1 = 1 mark**

Award **one** mark for a way private healthcare can be funded, up to a maximum of **one** mark:

- Private medical insurance (1).
- Individual payments (1).

**Accept any other suitable response.**

**2** You are working as a dental nurse in a dental practice. A patient has complained as they feel their dental notes do not reflect the conversation regarding possible treatment options. Your manager arranges a performance review meeting with you.  
**Using your knowledge of the purposes of organisational grievance policies and procedures, explain one reason why a performance review would be performed.** [2 marks]

**AO2 = 2 marks**

Award **one** mark for each explanation point, up to a maximum of **two** marks:

- A performance review should be conducted to establish the facts regarding the patient complaint (1). This ensures appropriate action can be taken following the complaint and/or a factual account can be given to the patient (1).
- A performance review should be conducted to give/facilitate feedback to support you to improve your performance regarding your note taking/documentation (1). This will provide further training/education to support your performance within your role (1).
- A performance review provides an opportunity for you to raise concerns and/or ask any questions regarding the patient complaint (1). This will support open and honest dialogue between you, the employer and the patient (1).
- The performance review may identify any disciplinary policy/actioning disciplinary procedures that may need to take place because of your performance/behaviour if any documentation errors have been made (1). These actions can be reported to the patient. The disciplinary action will be proportionate/appropriate for any errors made (1).

- The performance review will maintain expectations and standards for work conduct within your current job role in regard to documentation/note taking (1). This will ensure that the student is aware of the expectations of their job role (1).
- The performance review will identify clear goals for the student's continual professional development within the dental practice (1). This will address any learning needs that need to be addressed or competencies that must be met (1).

**Accept any other suitable response.**

<b>3</b>	<p><b>Amelia and Tanveer work together in a dental practice. Amelia is a dentist and Tanveer is a dental nurse.</b></p> <p><b>Explain two differences between Amelia and Tanveer's occupations and training, as defined by the Institute for Apprenticeships and Technical Education occupational maps.</b></p>	<b>[4 marks]</b>
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**AO2 = 4 marks**

Award **one** mark for each explanation point, up to a maximum of **four** marks:

- Amelia has a professional occupation (1) whereas Tanveer has a technical occupation (1).
- Amelia's occupation requires a degree or degree apprenticeship (1) however, Tanveer's occupation requires training at level 3 (1).
- Amelia's occupation requires her to carry out treatments on patients (1) whereas Tanveer's occupation requires him to assist a dentist to deliver treatments (1).
- Amelia's occupation gives her the ability to become a partner in a dental practice or set up her own dental practice (1) whereas Tanveer would need to complete a dentistry degree to do the same thing (1).
- The entry requirements to become a dental nurse require a minimum of 2 GCSEs (1) whereas to become a dentist you need 3 A levels (1).
- Dental nurse training takes 1–2 years (1) whereas dentist training is 5 years (1).

**Accept any other suitable response.**

<b>4</b>	<p><b>Marco has visited his general practitioner (GP) several times with repeated throat infections. Marco has received a letter for an appointment with the hospital's ear, nose and throat (ENT) outpatient department where he will be seen by members of the multidisciplinary care team.</b></p> <p><b>(a) Define the meaning of the term 'multidisciplinary team'.</b></p>	<b>[1 mark]</b>
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**AO1 = 1 mark**

Award **one** mark for a definition of a multidisciplinary team in relation to the following, up to a maximum of **one** mark:

- Individuals who have different roles within the healthcare team (1).
- Different professionals all providing care for an individual (1).

**Accept any other suitable response.**

**(b) Explain why the GP has referred Marco to the ENT secondary care services.**

[2 marks]

**AO2 = 2 marks**

Award **one** mark for each explanation point, up to a maximum of **two** marks:

- Secondary care will give Marco the opportunity to be seen by an ENT specialist (1) who will be able to advise about specific treatments (1).
- The GP requires a second opinion from a specialist (1) and can only offer Marco limited treatment (1).

**NB:** Do not accept 'to access care from a multidisciplinary team'.

**Accept any other suitable response.**

**5 Identify three external factors that can impact on the activities of the healthcare sector.**

[3 marks]

**AO1= 3 marks**

Award **one** mark for each named external factor that can impact on the activities of the healthcare sector, up to a maximum of **three** marks:

- Epidemic/pandemic outbreak (1).
- Endemic (1).
- Extreme weather (1).
- Infrastructure (1).
- Geographical events (1).
- Government policy (1).

**Accept any other suitable response.**

**6 James works as a public health nurse. He uses a public health approach in providing care and support for patients with obesity. James is planning on running a session for the patients to educate them on the benefits of exercise.**

**Explain one benefit the patients will gain from attending James' session.**

**[2 marks]**

**AO2 = 2 marks**

Award **one** mark for each explanation point, up to a maximum of **two** marks:

- By attending James' session, the patients will meet other people with obesity (1). This will act as a support network for the patients (1).
- They will learn about different types of exercise (1) which will support them to lose weight/be healthier/increase stamina (1).
- Gives patients information as to why obesity may occur (1) and interventions that help to decrease the risk of obesity (1).
- By engaging with James' sessions, patients will be in regular contact with their healthcare provider (1). This supports continuing care for patients with obesity (1).

**Accept any other suitable response.**

**7 You are working in a GP practice alongside the practice nurse.**

**At the beginning of your shift, you and the practice nurse you are working with are informed of a new safety notice. The notice states that there has been a recall on specific batch numbers of the needles the practice uses for the administration of medications. They should be returned to the manufacturer to be disposed of, in agreement with the practice's medication safety policy. This is due to safety issues with the cap on the needles. Needles from a new batch are provided. The practice's medication safety policy is followed.**

**You support the practice nurse by identifying the needles from the batch numbers named and immediately remove the needles from use. The practice nurse orders for the needles to be returned to the manufacturer.**

**Assess the importance of the practice nurse following the medication safety policy and taking appropriate action.**

**Your response should include reasoned judgements and conclusions.**

**[6 marks]**

**AO3 = 6 marks**

Band	Mark	Descriptor
3	5–6	<b>AO3</b> – Assessment, to include reasoned judgments of the importance of following the new policy, is <b>comprehensive, relevant</b> and <b>effective</b> .
2	3–4	<b>AO3</b> – Assessment, to include reasoned judgments the importance of following the new policy, is <b>in most parts effective</b> and <b>mostly relevant</b> .
1	1–2	<b>AO3</b> – Assessment, to include reasoned judgments of the importance of following the new policy, is in <b>some parts effective</b> and in <b>some parts relevant</b> .
	0	No creditworthy material.

### Indicative content

Examiners are reminded that the indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

**AO3:** Assessment of the importance of adhering to national policies may include:

- By removing the faulty needles and following policy, it will ensure the safety of all the patients and staff in the practice as it reduces risk of a needle-stick injury for them.
- By abiding by the safety notice and immediately removing the needles, it will provide standardised and quality care for all patients and service users who come to the practice as potential harms will be reduced.
- By removing the faulty caps from practice, it will prevent administration errors as the faulty caps may result in leakage of the medication from the needle prior to administration.
- By abiding by the medication safety policy, it will provide consistency in medication administration as it will remove the risk of errors being made.
- By abiding by the medication safety policy, this will reduce the likelihood of litigation because of patient or staff harm because of using faulty equipment.
- By abiding by the safety notice, it will ensure the safety and wellbeing of practitioners and prevent staff needing to be absent because of harm that may occur by using faulty equipment.
- By abiding by the safety notice, it will promote health and wellbeing of the staff and patients.
- By abiding by the safety notice, it will ensure that legislative expectations are adhered to and ensure that the practice does not receive any fines or investigations because of using the faulty equipment despite been advised of the fault.
- It will prevent complaints or impacts on inspection and grading.

**Accept any other suitable response.**

<b>8</b>	<p><b>Natalia is a nurse. As part of her role, Natalia must regularly clean the room she has used after each patient and throughout the day. This responsibility includes cleaning and disinfecting all surfaces.</b></p> <p><b>Discuss the potential impacts if Natalia does not regularly clean and maintain her work area for use.</b></p> <p><b>Your response should include reasoned judgements and conclusions.</b></p>
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[9 marks, plus 3 marks for QWC]

**AO1 = 3 marks**  
**AO2 = 3 marks**  
**AO3 = 3 marks**  
**QWC = 3 marks**

Band	Mark	Descriptor
3	7–9	<p><b>AO3</b> – Discussion of the impacts of not regularly cleaning and maintaining work areas is <b>comprehensive, effective</b> and <b>relevant</b>, showing <b>detailed, logical</b> and <b>coherent</b> chains of reasoning throughout.</p> <p><b>AO2</b> – Applied <b>relevant</b> knowledge of the impacts of not regularly cleaning and maintaining work areas to the given context.</p> <p><b>AO1</b> – Knowledge and understanding of the impacts of not regularly cleaning and maintaining work areas is <b>clear</b> and <b>fully accurate</b> with <b>sustained</b> focus.</p> <p>The answer demonstrates <b>comprehensive</b> breadth and/or depth of understanding.</p>
2	4–6	<p><b>AO3</b> – Discussion of using the principles of the impacts of not regularly cleaning and maintaining work areas is in <b>most parts effective</b> and <b>mostly relevant</b>, showing <b>mostly logical</b> and <b>coherent</b> chains of reasoning.</p> <p><b>AO2</b> – Applied <b>mostly relevant</b> knowledge of the impacts of not regularly cleaning and maintaining work areas to the given context.</p> <p><b>AO1</b> – Knowledge and understanding of the impacts of not regularly cleaning and maintaining work areas is <b>mostly clear</b> and <b>generally accurate</b>, although on occasion <b>may lose focus</b>.</p> <p>The answer demonstrates <b>reasonable</b> breadth and/or depth of understanding, with <b>occasional inaccuracies</b> and/or omissions.</p>
1	1–3	<p><b>AO3</b> – Discussion of the impacts of not regularly cleaning and maintaining work areas is in <b>some parts effective</b> and of <b>some</b></p>

		<p><b>relevance</b>, with some understanding and reasoning taking the form of <b>generic statements</b> with some development.</p> <p><b>AO2</b> – Applied <b>limited</b> knowledge of the impacts of not regularly cleaning and maintaining work areas to the given context.</p> <p><b>AO1</b> – Knowledge and understanding of the impacts of not regularly cleaning and maintaining work areas shows <b>some</b> but <b>limited accuracy</b>, focus and relevance.</p> <p>The answer is <b>basic</b> and shows <b>limited</b> breadth and/or depth of understanding, with inaccuracies and omissions.</p>
	0	No creditworthy material.

### Indicative content

Examiners are reminded that the indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

**AO1** and **AO2** will be implicit through the level of evaluation and reasoned judgements and/or conclusions that the student provides.

**AO1:** Knowledge and understanding of principles of impacts of not regularly cleaning and maintaining work areas may include:

- risks to health and safety
- spread of infection
- invalid results
- production of toxic/dangerous by products
- cross-contamination
- inefficient working practices
- increased costs and timescales
- damage to equipment.

**AO2:** Application of knowledge and understanding of the impacts of not regularly cleaning and maintaining work areas related to the scenario may include:

- The risks to health and safety could lead to patient or staff harm.
- Spread of infection could result in outbreak of disease and/or illness for patients and/or staff.
- Unclean surfaces may invalidate results taken.
- Surfaces that are not cleaned could generate a build-up of toxic/dangerous products.
- Unclean surfaces have the potential for cross-contamination which may cause invalidation of patient results.
- Unclean surfaces may invalidate equipment or cause damage to equipment.

**A03:** Discussion of the impacts of not regularly cleaning and maintaining work areas may include:

- If cross-contamination resulted in invalid and inaccurate patient results, it may cause inappropriate or ineffective treatments to be initiated for patients.
- This affects staff as it will lead to inaccurate diagnoses of conditions.
- In turn, if inappropriate or ineffective treatments are initiated for patients, this may result in patient harm.
- By not keeping the room clean, there is a risk of patient illness which could impact on the health and wellbeing of the patient and their ability to recover.
- By not keeping the room clean, there is a risk of staff illness which could impact on the ability of the service to provide appropriate care (for example, not cancelling patient appointments because of under-staffing).
- Cost implications for any ineffective or inappropriate treatments given.
- This could be picked up in inspections by the CQC who will impose sanctions on the service. This could affect staff morale as well as patient confidence in their care.

**Accept any other suitable response.**

### QWC mark scheme

Mark	Descriptor
3	The answer is clearly expressed and well-structured. The rules of grammar are used with effective control of meaning overall. A wide range of appropriate technical terms are used effectively.
2	The answer is generally clearly expressed and sufficiently structured. The rules of grammar are used with general control of meaning overall. A good range of appropriate technical terms are used effectively.
1	The answer lacks some clarity and is generally poorly structured. The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning. A limited range of appropriate technical terms are used effectively.
0	There is no answer written or none of the material presented is creditworthy. <b>Or</b> The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

## Section B: managing personal information and data in the healthcare sector

This section is worth 22 marks, plus 3 marks for the quality of written communication (QWC).

<b>9</b>	<p><b>A hospital investigated the effectiveness of a new medication to reduce bleeding in patients who have had stomach surgery.</b></p> <p><b>Investigation results are a source of data in the health and science sector.</b></p> <p><b>Identify one strength and one limitation of investigation result sources.</b></p>	<b>[2 marks]</b>
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### AO1 = 2 marks

Award **one** mark for a strength and **one** mark for a limitation of investigation results, up to a maximum of **two** marks:

Strengths:

- The method used will give consistent results (1).
- Tests are conducted under controlled conditions within the hospital (1).
- Helps to remove bias from the results (1).

Limitations:

- Possibility of over-extrapolation (for example other surgery types) (1).
- Small sample size only being in one hospital (1).

**NB:** Accept variables are controlled. Do not award two marks for two strengths or two limitations.

**Accept any other suitable response.**

<b>10</b>	<p><b>Within the health and science sector, there are restrictions on the use of social media.</b></p> <p><b>Daisy is a community nurse and has taken a photograph of their desk and posted it on social media. In the back of the picture, Daisy has patient records open on their desk.</b></p> <p><b>Explain how Daisy has breached the restrictions on the use of social media.</b></p>	<b>[2 marks]</b>
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### AO2 = 2 marks

Award **one** mark for each explanation point, up to a maximum of **two** marks:

- Daisy has posted sensitive/personal information about a patient (1). This breaches the organisational policy (1).
- Daisy has posted information about a patient without their consent (1). This is a breach of patient confidentiality (1).
- Daisy has released sensitive information about a patient (1). This places the patient at risk (of harm) (1).
- Daisy has broken the Code of Conduct for Nurses (1) as they have not gained consent from the patient and/or have breached confidentiality (1).

**Accept any other suitable response.**

<b>11</b>	<p><b>Jeff attends hospital for his annual asthma check. He sees an information poster in the waiting room stating that the department will store data about the consultations that take place between patients and staff.</b></p> <p><b>(i) Identify the legal requirement that governs the storage of personal data.</b></p> <p><b>(ii) Explain why the data about Jeff's consultation should be stored.</b></p> <p style="text-align: right;"><b>[3 marks]</b></p>
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**AO1 = 1 mark**

**AO2 = 2 marks**

Award **one** mark for the correct identification, up to a maximum of **one** mark:

- General Data Protection Regulations 2018 (GDPR) (1).
- The Data Protection Act (1).

Award **one** mark for each explanation point, up to a maximum of **two** marks:

- It ensures that Jeff's information is stored legally (1). Which means that the organisation will not incur financial penalties which will affect their ability to operate as usual (1).
- It allows for Jeff and staff to be able to refer to and use the policy to store and access Jeff's information appropriately (1). Staff will be able to locate data relevant to the care of Jeff and use this to make timely decisions about his care which may be time-sensitive (1).
- So that his data is not shared without his consent (1). The records will include sensitive data which could be used by others to discriminate against him, for example, potential employers, potential life insurance providers (1).
- Jeff's data will be stored as it was a medical consultation (1) so that practitioners can refer to this in future consultations (1).
- So that the information can be shared with the appropriate healthcare professionals involved in Jeff's asthma care (1) to make healthcare staff aware of Jeff's asthma care plan so they are in a position to feedback of its efficacy (1).

- So practitioners can refer back to this when updating medical records/taking a medical history in the future (1). This could support with any future consultations and provisional diagnoses (1).

**Accept any other suitable response.**

<b>12</b>	<p><b>Alex is working as a district nurse. Alex is responsible for completing the documentation of a patient’s care plan for the care agency who support the patient’s activities of daily living. The care plan documents all actions that need to be taken to successfully meet the patient’s needs and wishes.</b></p> <p><b>Assess the importance of the accuracy, attention to detail and legibility of the patient’s care plan.</b></p> <p><b>Your response should include reasoned judgements and conclusions.</b></p>
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[6 marks]

**AO2 = 3 marks**

**AO3 = 3 marks**

Band	Mark	Descriptor
3	5–6	<p><b>AO3</b> – Assessment, to include reasoned judgments of the importance of accuracy, attention to detail and legibility of written communication, is <b>comprehensive, relevant</b> and <b>effective</b>.</p> <p><b>AO2</b> – Applied <b>relevant</b> knowledge of the importance of accuracy, attention to detail and legibility of written communication to the given context.</p>
2	3–4	<p><b>AO3</b> – Assessment, to include reasoned judgments of the importance of accuracy, attention to detail and legibility of written communication, is <b>in most parts effective</b> and <b>mostly relevant</b>.</p> <p><b>AO2</b> – Applied <b>mostly relevant</b> knowledge of the importance of accuracy, attention to detail and legibility of written communication, to the given context.</p>
1	1–2	<p><b>AO3</b> – Assessment, to include reasoned judgments of the importance of accuracy, attention to detail and legibility of written communication, is in <b>some parts effective</b> and in <b>some parts relevant</b>.</p> <p><b>AO2</b> – Applied <b>limited</b> knowledge of the importance of accuracy, attention to detail and legibility of written communication, to the given context.</p>
	0	No creditworthy material.

## Indicative content

Examiners are reminded that the indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

**AO2** will be implicit through the level of evaluation and reasoned judgements and/or conclusions that the student provides.

**AO2:** Application of understanding of the importance of accuracy, attention to detail and legibility of written communication:

- Alex needs to check the patient's care plan is clear to read and understand for staff, to ensure that all considerations have been made regarding the patient's needs.
- Alex should consider all activities of daily living when completing the care plan, to ensure that all the patient's needs are met by the care agency.
- Alex should gain consent from the patient and discuss with them what is included in the care plan, to ensure that they are satisfied with the plan in place to meet their needs/wishes.
- Alex will need to ensure that the care plan reflects the wishes of the patient and should consult the patient regarding what needs to be included.
- Alex will need to write legibly, avoiding abbreviations and signing the care plan entry to ensure the agency staff know who to consult if they need clarity.
- Alex should date and time the care plan, to reflect the patient's care needs at the time the care plan entry was written.
- Alex will need to effectively document the current health status of the patient, to allow staff to evaluate if the patient's health is improving or declining.

**AO3:** Assessment of the importance of accuracy, attention to detail and legibility of written communication:

- The patient will be content with the care received if the care plan successfully reflects their needs and wishes, as staff will be aware of how to meet their needs.
- If the care plan did not effectively reflect the patient's needs, the patient's health may be put at risk as their needs may not be met.
- The care plan should reflect the patient's current health status and clearly document any changes in care that are required to further support improvement in the patient's health.
- The care plan will need to reflect not only the wishes of the patient regarding what they do want as part of their care, but also any elements of care that they have declined.
- The importance of the documentation relates to abiding by Alex's Nursing and Midwifery Council (NMC) Code of Conduct, ensuring that communication is clear and legible.
- If the care plan does not effectively reflect the needs/wishes of the patient, it may result in liability for the organisation and/or Alex if the patient's needs are not met.
- By writing legibly and accurately, it ensures that the care plan reflects an accurate account of events regarding the interventions put in place to support the patient.
- The care plan being clearly written allows other health professionals to understand the care for the patient and to share data for integrated care.

- By writing clearly, legibly and accurately, it will help to support audit trails when looking at the patient's records for their health needs.
- By writing clearly, legibly and accurately, it will help to support future assessment of the patient when evaluating if their health has improved/declined and if further support/intervention is needed.

**Accept any other suitable response.**

**13 Ashley is working as a mental health nurse in a practice. Ashley is responsible for entering consultation notes onto the electronic database the practice uses. She is informed by her manager that an audit is taking place to check compliance with record keeping.**

**Discuss Ashley's role in relation to record keeping and audits to ensure compliance.**

**Your response should include reasoned judgements and conclusions.**

[9 marks, plus 3 marks for QWC]

**AO1 = 3 marks**

**AO2 = 3 marks**

**AO3 = 3 marks**

**QWC = 3 marks**

Band	Mark	Descriptor
3	7 – 9	<p><b>AO3</b> – Discussion of the extent of Ashley's role in relation to record keeping and audits is <b>comprehensive, effective</b> and <b>relevant</b>, showing <b>detailed, logical</b> and <b>coherent</b> chains of reasoning throughout.</p> <p><b>AO2</b> – Applied <b>relevant</b> knowledge of Ashley's role in relation to record keeping and audits to the given context.</p> <p><b>AO1</b> – Knowledge and understanding of Ashley's role in relation to record keeping and audits, is <b>clear</b> and <b>fully accurate</b> with <b>sustained</b> focus.</p> <p>The answer demonstrates <b>comprehensive</b> breadth and/or depth of understanding.</p>
2	4 – 6	<p><b>AO3</b> – Discussion of Ashley's role in relation to record keeping and audits, is in <b>most parts effective</b> and <b>mostly relevant</b>, showing <b>mostly logical</b> and <b>coherent</b> chains of reasoning.</p> <p><b>AO2</b> – Applied <b>mostly relevant</b> knowledge of Ashley's role in relation to record keeping and audits, to the given context.</p>

		<p><b>AO1</b> – Knowledge and understanding of Ashley’s role in relation to record keeping and audits, is <b>mostly clear</b> and <b>generally accurate</b>, although on occasion <b>may lose focus</b>.</p> <p>The answer demonstrates <b>reasonable</b> breadth and/or depth of understanding, with <b>occasional</b> inaccuracies and/or omissions.</p>
1	1–3	<p><b>AO3</b> – Discussion of Ashley’s role in relation to record keeping and audits, is in <b>some parts effective</b> and of <b>some relevance</b>, with some understanding and reasoning taking the form of <b>generic statements</b> with some development.</p> <p><b>AO2</b> – Applied <b>limited</b> knowledge of Ashley’s role in relation to record keeping and audits, to the given context.</p> <p><b>AO1</b> – Knowledge and understanding of Ashley’s role in relation to record keeping and audits, shows <b>some</b> but <b>limited</b> accuracy, focus, and relevance.</p> <p>The answer is <b>basic</b> and shows <b>limited</b> breadth and/or depth of understanding, with inaccuracies and omissions.</p>
	0	No creditworthy material.

### Indicative content

Examiners are reminded that the indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

**AO1** and **AO2** will be implicit through the level of evaluation and reasoned judgements and/or conclusions that the student provides.

**AO1:** Knowledge and understanding of the role in record keeping and audits by staff may include:

- Ensuring timely, accurate records for every interaction and how they have provided care for the individual.
- Ensure they are competent in using systems to record data where applicable.
- Ensure confidentiality/security is not compromised.
- Ensure that information provided is factual.
- Avoid abbreviations where possible.
- Ensure that information is legible.
- Ensure all records have a date, time and signature.

**AO2:** Application of knowledge and understanding of ways to maintain record keeping may include:

- Ensuring that records are entered at the time of patient consultations and any discussions with the patient about their care are documented with any decisions regarding their care documented.
- Ensuring that Ashley has received training for the electronic database and how to use it effectively.
- Ensuring that Ashley does not share the electronic records unless the patient consents and it is appropriate.
- Ensuring that Ashley uses facts and does not write emotively in patient notes.
- Using full terms to ensure that communication is clear between healthcare professionals and no miscommunication is caused as a result (examples of abbreviation may be given).
- Ashley ensuring that she uses appropriate grammar and punctuation in her records as well as appropriate language.
- Ashley should sign every entry that she places into the electronic records for the patient so that the source of the information given can be traced if required.
- Ashley should date every record that she enters into the database and sign to ensure that her records can be traced back to her.

**A03:** Discussion of Ashley's role in relation to record keeping and audits to maintain record keeping may include:

- Ashley documenting consultations at the time that they happen can help to ensure that the records are accurate as writing retrospectively can result in omissions or errors being made.
- Ashley documenting any decisions made about a patient's care allows for clear communication between healthcare professionals caring for the patient.
- Ashley and her employer are responsible in ensuring that she has had training in using the electronic database. This should be given before Ashley uses the database to prevent errors or miscommunications.
- Ashley should not share any passwords or leave any computer unattended as this may result in a data breach and compromise patient confidentiality.
- Mention of data protection regulations and appropriate legislations to support effective record keeping with focus on Ashley's role from a legal perspective.
- The records that are kept should be traceable to the individual that wrote the record in case of an investigation or need for clarity.

**Accept any other suitable response.**

## QWC mark scheme

Mark	Descriptor
3	The answer is clearly expressed and well-structured. The rules of grammar are used with effective control of meaning overall. A wide range of appropriate technical terms are used effectively.
2	The answer is generally clearly expressed and sufficiently structured. The rules of grammar are used with general control of meaning overall. A good range of appropriate technical terms are used effectively.
1	The answer lacks some clarity and is generally poorly structured. The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning. A limited range of appropriate technical terms are used effectively.
0	There is no answer written or none of the material presented is creditworthy. <b>Or</b> The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

## Section C: health and safety in the healthcare sector

This section is worth 22 marks, plus 3 marks for the quality of written communication (QWC).

**14 State one purpose of the Medicines and Healthcare products Regulatory Agency (MHRA).**

[1 mark]

**AO1 = 1 mark**

Award **one** mark for stating the correct purpose, up to a maximum of **one** mark:

- To ensure that medicines and medical devices work and are acceptably safe to use.

**Accept any other suitable response.**

**15 Pauline works as a nurse in accident and emergency. She has been asked by her manager to sterilise the medical equipment she has used at the end of her shift.**

**(i) Define the term 'sterilisation'.**

**(ii) Explain one sterilisation method Pauline could use to effectively clean a piece of medical equipment.**

[3 marks]

**AO1 = 1 mark**

**AO2 = 2 marks**

Award **one** mark for the correct definition, up to a maximum of **one** mark:

- The complete elimination of all microorganisms.

Award **one** mark for each explanation point, up to a maximum of **two** marks:

- Pauline could apply chemicals to the equipment (1) which will remove bacteria from the medical equipment (1).
- Pauline could apply high pressure to the equipment (1) which will inactivate microbial spores (1).
- Pauline could apply heat (1). The heat helps to kill off the bacteria on the equipment (1).
- Pauline could apply radiation (1), which will break down the DNA of the bacteria on the medical equipment (1).

**Accept any other suitable response.**

**16 Safia works in a care home. She is given the responsibility of reviewing the care home's policies to ensure they abide by the Care Act (2014).**

**(i) Identify the purpose of the Care Act (2014).**

**(ii) Describe one method that could help ensure the care home meets the legislative expectations of the act.**

[3 marks]

**AO1 = 1 mark**

**AO2 = 2 marks**

Award **one** mark for the correct identification, up to a maximum of **one** mark:

- To improve people's independence and wellbeing (1).
- To prevent people developing needs for care (1).
- To prevent deterioration that would result in a need for ongoing care and support (1).

Award **one** mark for each description point, up to a maximum of **two** marks:

- Provide services that promote independence such as engaging with social activities in the care home, allowing individuals to take care of their own personal hygiene, and making decisions about diet/meal choices (1). This helps to maintain an individual's health and wellbeing (1).
- Support the assessment of individual's health and wellbeing needs by looking at current living arrangements, what the individual can/cannot do and how the individual would like to be supported (1). This helps to recognise when an individual's health is deteriorating and act accordingly (1).
- Provide individuals information about their care plan and allow the individual to be involved in their care plan while in the care home (1) and support shared decision making (1).

**Accept any other suitable response.**

**17 You are working on a hospital ward. Patients on the ward are recovering from surgery and some patients require a hoist to help them get in and out of bed.**

**Discuss the importance of manual handling regulations and why it is important to follow policy and guidelines when using the hoist.**

**Your response should include reasoned judgements and conclusions.**

[6 marks]

**AO2 = 3 marks**

**AO3 = 3 marks**

Band	Mark	Descriptor
3	5–6	<p><b>AO3</b> – Discussion to include reasoned judgments of the importance of manual handling regulations and how it is important to follow policy and guidelines are <b>comprehensive, relevant</b> and <b>effective</b>.</p> <p><b>AO2</b> – Application of manual handling policies is <b>comprehensive, relevant and effective</b> in the scenario.</p>
2	3–4	<p><b>AO3</b> – Discussion to include reasoned judgments of the importance of manual handling regulations and how it is important to follow policy and guidelines is, <b>in most parts, effective</b> and <b>mostly relevant</b>.</p> <p><b>AO2</b> – Application of manual handling policies is, <b>in most parts, effective</b> and <b>mostly relevant</b> to the scenario.</p>
1	1–2	<p><b>AO3</b> – Discussion to include reasoned judgments of the importance of manual handling regulations and how it is important to follow policy and guidelines is, <b>in some parts, effective</b> and <b>in some parts relevant</b>.</p> <p><b>AO2</b> – Application of manual handling policies is, <b>in some parts, effective</b> and <b>in some parts relevant</b>.</p>
	0	No creditworthy material.

### Indicative content

Examiners are reminded that the indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

**AO2** will be implicit through the level of evaluation and reasoned judgements and/or conclusions that the student provides.

**AO2:** Application of the key points of the importance of manual handling regulations and how it is important to follow policy and guidelines may include:

- The aim of manual handling regulations, policies and guidelines is to prevent harm.
- The policies and guidelines aim to protect both the patient and staff.
- Regulations are required for insurance purposes.
- Policies, guidelines and regulations ensure compliance with mandatory requirements.
- Policies should clearly state how equipment is used to mobilise patients.
- It is important to educate and demonstrate correct moving and handling techniques.
- The organisation must have its own manual handling policy for the hoist that is used.
- All staff must be adequately trained to use the hoist to ensure they know how to use it effectively.

**AO3:** Discussion of the key points of the importance of manual handling regulations and how it is important to follow policy and guidelines may include:

- The use of the hoist should be documented into the patient’s care plan to ensure that staff are aware it is appropriate to use and/or which size sling to use.
- The organisation must have its own manual handling policy for the hoist that is used to ensure that the hoist is maintained appropriately and is used according to its instruction manual.
- If staff are not trained, they should decline to use the hoist until they have received training, to ensure that staff are appropriately trained to use it.
- Poor manual handling techniques can lead to harm for patients and/or staff.
- Harm from poor manual handling may stop staff from working.
- Manual handling procedures ensure that equipment is safe and appropriate to use for patients and staff.

**Accept any other suitable response.**

**18 Mark is a ward manager and has overall responsibility for the health and safety of all patients, staff and visitors on the ward.**

**Discuss how Mark can promote health and safety in this workplace for members of staff.**

**Your response should include reasoned judgements and conclusions.**

**[9 marks, plus 3 marks for QWC]**

**AO1 = 3 marks**  
**AO2 = 3 marks**  
**AO3 = 3 marks**  
**QWC = 3 marks**

Band	Mark	Descriptor
3	7–9	<p><b>AO3</b> – Discussion of the importance of promoting health and safety, including relevant legislation and guidance, is <b>comprehensive, effective</b> and <b>relevant</b>, showing <b>detailed, logical</b> and <b>coherent</b> chains of reasoning throughout.</p> <p><b>AO2</b> – Applied <b>relevant</b> knowledge of the importance of promoting health and safety, including relevant legislation and guidance, within the scope of Mark’s nursing role.</p> <p><b>AO1</b> – Knowledge and understanding of the importance of maintaining promoting health and safety, including relevant legislation and guidance, is <b>clear</b> and <b>fully accurate</b> with <b>sustained</b> focus.</p>

		The answer demonstrates <b>comprehensive</b> breadth and/or depth of understanding.
2	4–6	<p><b>AO3</b> – Discussion of the importance of maintaining promoting health and safety, including relevant legislation and guidance, is in <b>most parts effective</b> and <b>mostly relevant</b>, showing <b>mostly logical</b> and <b>coherent</b> chains of reasoning.</p> <p><b>AO2</b> – Applied <b>mostly relevant</b> knowledge of the importance of maintaining good promotion of health and safety, including relevant legislation, within the scope of Mark’s nursing role.</p> <p><b>AO1</b> – Knowledge and understanding of the importance of maintaining good promotion of health and safety, relevant legislation and guidance, is <b>mostly clear</b> and <b>generally accurate</b>, although on occasion <b>may lose</b> focus.</p> <p>The answer demonstrates <b>reasonable</b> breadth and/or depth of understanding, with <b>occasional</b> inaccuracies and/or omissions.</p>
1	1–3	<p><b>AO3</b> – Discussion of the importance of maintaining promotion of health and safety, including relevant legislation and guidance, is in <b>some parts effective</b> and of <b>some relevance</b>, with some understanding and reasoning taking the form of <b>generic statements</b> with some development.</p> <p><b>AO2</b> – Applied <b>limited</b> knowledge of the importance of maintaining good promotion of health and safety, including relevant legislation and guidance, within the scope of Mark’s nursing role.</p> <p><b>AO1</b> – Knowledge and understanding of the importance of maintaining good promotion of health and safety, including relevant legislation and guidance, shows <b>some</b> but <b>limited</b> accuracy, focus, and relevance.</p> <p>The answer is <b>basic</b> and shows <b>limited</b> breadth and/or depth of understanding, <b>with</b> inaccuracies and omissions.</p>
	0	No creditworthy material.

### Indicative content

Examiners are reminded that the indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

**AO1** and **AO2** will be implicit through the level of evaluation and reasoned judgements and/or conclusions that the student provides.

**AO1:** Knowledge and understanding of health and safety at work may include:

- Abiding by health and safety at work regulations and legislation.
- Modelling of good practice and promoting the nurses' Code of Conduct in staff areas.
- Sharing organisational policies and standard operating procedures (SOPs), ensuring these are easily accessible to all staff.
- Ensuring that there is clear and visible information for staff about sinks as a reminder of handwashing techniques.
- Ensuring that protocols for reporting and recording incidents is adhered to by conducting spot checks/audits.
- Maintaining a schedule of checks for all equipment to ensure it is safe for staff to use.
- Ensuring that there are sufficient numbers of staff available to help with specific tasks, for example, using a two-person hoist.
- Spot checks on cleanliness and hygiene in different areas of the ward.
- Ensuring that materials and equipment are appropriately stored.
- Ensuring that statutory training that has been completed by all staff.

**AO2:** Application of knowledge and understanding of the importance of promoting health and safety at work within the scope of Mark's nursing role may include:

- Mark will be responsible for ensuring that all staff he delegates to are adequately trained and/or have up to date training and that their training is documented.
- Mark will promote the reporting and recording of all near misses so that these can be addressed proactively.
- Mark will report any needs for further training regarding health and safety to his manager.
- Mark will need to conduct an annual review of the suitability of policies and procedures, ensuring that these continue to be fit-for-purpose.
- Mark will need to inform his manager of any inconsistencies or breaches in health and safety and document this accordingly.
- Mark will need to ensure that staff on duty during a particular shift know their specific role in the event of an emergency, for example, evacuation due to fire.
- Mark will need to ensure that faulty equipment is removed from the ward and reported appropriately.
- Mark will be responsible in ensuring that appropriate PPE is worn correctly and disposed of correctly to reduce the risk of infection/cross-contamination.
- Mark will need to respond to any health and safety incidents that are reported by patients/staff.
- Reference to how Mark can abide by appropriate legislation (Health and Safety at Work Act) and ensure that he keeps up-to-date with best practice, as shared by organisations such as the CQC.

**AO3:** Discussion of the key points of the importance of patient safety and clinical effectiveness may include:

- How Mark adhering to and promoting health and safety protocols can help to prevent harm to staff, example avoiding injuries caused by unsafe equipment.
- How adhering to health and safety procedures can help the organisation to meet audit requirements, including CQC inspections.

- How Mark will need to keep up to date with appropriate procedures and techniques (for example manual handling and storage of equipment) as this will ensure that equipment that is used will keep staff safe/will ensure that the ward meets health and safety legislation and policy.
- How Mark may need to ensure staff he delegates to are complying with procedures and how he may achieve this (for example, drop-in observations) and make suggestions on how to improve the health and safety of staff.
- How Mark will be responsible for keep himself up to date and knowledgeable on health and safety procedures and discussing any concerns with his manager.
- How legislation is set into place to protect staff from harm caused by occupational hazards and that the policies and procedures in place are there to ensure compliance with the legislation.

**Accept any other suitable response.**

### QWC mark scheme

Mark	Descriptor
3	The answer is clearly expressed and well-structured. The rules of grammar are used with effective control of meaning overall. A wide range of appropriate technical terms are used effectively.
2	The answer is generally clearly expressed and sufficiently structured. The rules of grammar are used with general control of meaning overall. A good range of appropriate technical terms are used effectively.
1	The answer lacks some clarity and is generally poorly structured. The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning. A limited range of appropriate technical terms are used effectively.
0	There is no answer written or none of the material presented is creditworthy. <b>Or</b> The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

## Section D: person-centred care in the healthcare sector

This section is worth 30 marks, plus 3 marks for the quality of written communication (QWC).

**19 Define the term 'signposting'.**

[1 mark]

**AO1 = 1 mark**

Award **one** mark for the correct definition, up to a maximum of **one** mark:

- To determine the most appropriate service for the individual including considerations given to the most cost-effective approach.

**20 Identify two vulnerable groups which are at higher risk of harm or abuse.**

[2 marks]

**AO1 = 2 marks**

Award **one** mark for a correct identification, up to a maximum of **two** marks:

- Children and young people (1).
- Elderly people (1).
- Adults receiving care in their own home (1).
- Individuals with physical, mental or sensory impairments (1).
- Individuals with learning disabilities (1).

**Accept any other suitable response.**

**21 Sajeed has been transferred to a hospice setting due to a deterioration in his health after a stage 4 cancer diagnosis. The nurse comes to talk through his plan of care with him and to discuss his wishes.**

**(i) Identify one term used in the healthcare sector in relation to death and bereavement.**

**(ii) Explain how the nurse can support Sajeed during the discussion of his wishes.**

[3 marks]

**AO1 = 1 mark**

**AO2 = 2 marks**

Award **one** mark for a correct identification, up to a maximum of **one** mark:

- End of life care (1).
- Palliative care (1).
- Hospice (1).
- Expected death (1).
- Unexpected/sudden death (1).
- Grief (1).

Award **one** mark for each explanation point, up to a maximum of **two** marks:

- The nurse can listen to any concerns that Sajeed has (1) and discuss these without judgement and give suggestions (1).
- The nurse can document all of Sajeed's wishes with his consent (1) to ensure that all involved in his care are aware of his wishes (1).
- The nurse can be empathetic to Sajeed's situation (1) and provide emotional support during the discussion (1).
- The nurse can ask questions regarding Sajeed's needs (1) and assess for ways to meet these needs (1).
- The nurse can discuss symptom management with Sajeed (1) to support Sajeed to feel comfortable at the end of his life (1).
- The nurse can focus on improving Sajeed's quality of life (1) to help improve his experience at the end of his life (1).
- The nurse can discuss with Sajeed what he might expect during this time (1) to help understand the next steps in his diagnosis and treatment in hospice care (1).

**Accept any other suitable response.**

<b>22</b>	<b>A nurse working in a local GP surgery has noticed that a lot of the patients who attend are regular smokers. The nurse is keen to implement the prevention agenda to support patients who smoke with improving their health.</b>
	<b>Explain how the nurse could promote this agenda for preventing smoking.</b>
	<b>[2 marks]</b>

**AO2 = 2 marks**

Award **one** mark for each explanation point, up to a maximum of **two** marks:

- The nurse can be opportunistic in delivering health promotion to patients regarding stopping smoking (1) by asking patients in each consultation if they smoke and if they would like support for stopping/reducing smoking (1).
- The nurse can use evidenced-based approaches and guidelines to inform patients of the risk of smoking (1) and suggest how stopping/reducing smoking will support the patient's health (1).

- The nurse can give information about services that support patients to reduce/stop smoking (1) and with consent of the patient can make a referral if appropriate (1).

**Accept any other suitable response.**

**23** **Jeremiah works as a forklift driver in a busy factory and feels he is under a lot of pressure. He attends his GP surgery for advice and help regarding the high levels of alcohol he is consuming.**

**Explain two possible impacts of Jeremiah's high alcohol consumption.**

**[4 marks]**

**AO2 = 4 marks**

Award **one** mark for each explanation point, up to a maximum of **four** marks:

- Drinking alcohol could make Jeremiah's feelings of pressure worse, progressing into anxiety (1). This would impact his mental health (1).
- Jeremiah may not be able to safely operate machinery in the factory due to alcohol slowing down his reactions (1). This would be dangerous for him and his colleagues as he may not react quickly enough (1).
- Alcohol may affect Jeremiah's judgement (1) meaning he might make mistakes at work which could be dangerous as he works with machinery, affecting his performance of tasks or his work relationships (1).
- Consuming alcohol may impact Jeremiah's cognitive function (1). This would reduce his ability to communicate or think effectively (1).

**Accept any other suitable response.**

**24** **Lesley has recently qualified from her course at university and has gained professional registration with the Nursing and Midwifery Council (NMC).**

**Discuss how registration with the NMC will support Lesley as she works as a nurse.**

**Your response should include reasoned judgements and conclusions.**

**[3 marks]**

**AO3 = 3 marks**

Award **one** mark for each discussion point, up to a maximum of **three** marks:

- The NMC ensures that the care provided by nurses, midwives and nurse associates is consistent and of high quality (1) and they regulate the scope of practice for nurses and

midwives (1); therefore, Lesley should always abide by the rules and regulations to the NMC in order to prevent risk to patients and/or herself (1).

- The NMC sets the NMC Code of Conduct and expect all registrants to uphold the behaviours and standards that they set (1). If Lesley breaks the Code of Conduct in relation to her practice and behaviour, she will be subject to fitness to practice (1). A fitness to practice panel can decide if Lesley should continue to practice or if her registration should lapse (1).
- The NMC promotes self-reflection and evaluation of practices to improve practice and promote lifelong learning (1). There is an expectation that Lesley will undertake a certain amount of continual professional development (1). This will ensure that Lesley provides up-to-date evidenced based practice (1).
- The NMC can investigate any reports of incidents and act as appropriate (1). If Lesley's practice requires investigation, they can suspend her practice (1). Following suspension, the incident will be investigated, and it will be decided if Lesley will be allowed to continue to practice (1).
- The NMC can hold malpractice panels and strike nurses, midwives, and nurse associates off the register (1). If Lesley attends a fitness to practice panel, she may be struck off (1). It is also the role of the NMC to share learning from these incidents for their registrants to avoid further incidents (1).
- The NMC expect their registrants to revalidate their registration every 3 years to ensure competency (1). Every 3 years, Lesley will be expected to demonstrate her practice hours and continual professional development (1). This ensures that Lesley's practice is evidenced-based, and she is well-practiced (1).

**Accept any other suitable response.**

<b>25</b>	<p><b>Gerry works at a nursing home. The home manager has called a meeting to discuss refresher training on patient safety and reporting potential signs of abuse. This is following recommendations made by a recent Care Quality Commission (CQC) inspection.</b></p> <p><b>(i) Explain the importance of patient safety.</b></p> <p><b>(ii) Analyse what the nursing home should consider including within their refresher training.</b></p> <p><b>Your response should include reasoned judgements and conclusions.</b></p>	<b>[6 marks]</b>
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**AO2 = 3 marks**

**AO3 = 3 marks**

Band	Mark	Descriptor
3	5–6	<b>AO3</b> – Analysis to include reasoned judgments of the importance of patient safety and reducing chances of abuse in relation to the health sector is <b>comprehensive, relevant</b> and <b>effective</b> .

		<b>AO2</b> – Application of the knowledge of the importance of patient safety and reducing chances of abuse is <b>comprehensive, relevant</b> and <b>effective</b> .
2	3–4	<b>AO3</b> – Analysis to include reasoned judgments of the importance of patient safety and reducing chances of abuse is, <b>in most parts, effective</b> and <b>mostly relevant</b> .  <b>AO2</b> – Application of the knowledge of the importance of patient safety and reducing chances of abuse is, <b>in most parts, effective</b> and <b>mostly relevant</b> .
1	1–2	<b>AO3</b> – Analysis to include reasoned judgments of the importance of patient safety and reducing chances of abuse is, in <b>some parts, effective</b> and in <b>some parts relevant</b> .  <b>AO2</b> – Application of the knowledge of the importance of patient safety and reducing chances of abuse is, in <b>some parts, effective</b> and in <b>some parts relevant</b> .
	0	No creditworthy material.

### Indicative content

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**AO2** will be implicit through the level of evaluation and reasoned judgements and/or conclusions that the student provides.

**AO2:** Application of knowledge for the meaning of patient safety and reducing potential chances of abuse may include:

- Ensuring understanding from the staff who work in the home that patient safety is the avoidance of accidental or unintended injury or harm during a period of receiving healthcare.
- By reviewing the home's policies and procedures for reporting abuse, it helps to reduce the chances of harm coming to patients.
- It is important that staff recognise all levels of risk and can assess and deal with risks accordingly.
- Staff must learn and understand effective communication methods to develop a sense of trust for patients and help them to report any concerns of abuse.

**AO3:** Analysis of the key points in relation to patient safety and reducing potential chances of abuse may include:

- The lines of reporting for any causes for concern they have in relation to patients, staff and/or visitors.
- Signs and symptoms of different types of abuse.
- 'Rules' around safeguarding, for example, not promising to keep something secret.
- Being aware of changes in mood or routine that may indicate a cause for concern.
- Any legislative changes that will necessitate changes to working practices.
- Opportunities for further training for colleagues interested in progressing in their role.
- Feedback from patients, visitors and family members on care provided.
- How to ensure that practitioners are open to feedback from patients and family members and what to do with such feedback.
- A reminder on the whistleblowing policy and complaints policy.
- A reminder of the role of the CQC.
- Ensuring that doors to patient rooms are left open during the day.

**Accept any other suitable response.**

<b>26</b>	<p><b>Charlie works in a care home. Some of the residents have mobility issues and require the use of walking aids to allow them to walk independently.</b></p> <p><b>Discuss how staff in the care home can promote the independence of residents with mobility issues.</b></p> <p><b>Your response should include reasoned judgements and conclusions.</b></p> <p style="text-align: right;">[9 marks, plus 3 marks for QWC]</p>
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**AO1 = 3 marks**

**AO2 = 3 marks**

**AO3 = 3 marks**

**QWC = 3 marks**

Band	Mark	Descriptor
3	7–9	<p><b>AO3</b> – Discussion of the importance of promoting independence regarding mobility is <b>comprehensive, effective</b> and <b>relevant</b>, showing <b>detailed, logical</b> and <b>coherent</b> chains of reasoning throughout.</p> <p><b>AO2</b> – Applied <b>relevant</b> knowledge of the importance of promoting independence regarding mobility to the given context.</p> <p><b>AO1</b> – Knowledge and understanding of the importance of promoting independence regarding mobility is <b>clear</b> and <b>fully accurate</b> with <b>sustained</b> focus.</p> <p>The answer demonstrates <b>comprehensive</b> breadth and/or depth of understanding.</p>

2	4–6	<p><b>AO3</b> – Discussion of the importance of promoting independence regarding mobility is in <b>most parts effective</b> and <b>mostly relevant</b>, showing <b>mostly logical</b> and <b>coherent</b> chains of reasoning.</p> <p><b>AO2</b> – Applied <b>mostly relevant</b> knowledge of the importance of promoting independence regarding mobility to the given context.</p> <p><b>AO1</b> – Knowledge and understanding of the importance of promoting independence regarding mobility is <b>mostly clear</b> and <b>generally accurate</b>, although on occasion <b>may lose focus</b>.</p> <p>The answer demonstrates <b>reasonable</b> breadth and/or depth of understanding, with <b>occasional</b> inaccuracies and/or omissions.</p>
1	1–3	<p><b>AO3</b> – Discussion of the importance of promoting independence regarding mobility, is in <b>some parts effective</b> and of <b>some relevance</b>, with some understanding and reasoning taking the form of <b>generic statements</b> with some development.</p> <p><b>AO2</b> – Applied <b>limited</b> knowledge of the importance of promoting independence regarding mobility to the given context.</p> <p><b>AO1</b> – Knowledge and understanding of the importance of promoting independence regarding mobility shows <b>some</b> but <b>limited</b> accuracy, focus, and relevance.</p> <p>The answer is <b>basic</b> and shows <b>limited</b> breadth and/or depth of understanding, with inaccuracies and omissions.</p>
	0	No creditworthy material.

## Indicative content

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**AO1** and **AO2** will be implicit through the level of evaluation and reasoned judgements and/or conclusions that the student provides.

**AO1:** Knowledge and understanding of the importance of promoting independence by staff may include:

Examples can be given for how independence can be promoted. These can include:

- For care staff who complete the residents' care plans, they can ensure the residents have choice, involvement and control over their methods of mobility and that this is documented.

- For staff who are involved with mobilising patients or encouraging mobility, supporting positive risk taking for the resident where appropriate can encourage the resident to walk with their frame or appropriate aid.
- Staff can help the resident to identify their strengths and assess their needs to gain confidence in mobility. Reiterate to the resident they can walk with a frame to support them.
- Staff can support the resident to do a task as they are capable, or to do it collaboratively if they ask for help.
- Staff can ensure that floors are clean, and no obstacles are in the resident's way when mobilising.
- Staff can provide nutritious meals to support muscle growth and the nutritional health of residents.
- Staff can ensure that the home has appropriate accessibility for residents to be able to mobilise around the home (for example lifts and ramps).

**AO2:** Application of knowledge and understanding of the importance of promoting independence by staff may include:

- Staff within the care home can support patients to build self-esteem of patients by setting achievable goals in relation to their mobility.
- By the staff providing nutritious meals, this can help to prevent muscle wastage or reduction in energy from the patients which would negatively impact the resident's mobility.
- Care staff promoting independence and help the resident to understand their capabilities for mobilising independently.
- By staff removing obstacles, this helps to prevent falls which could potentially harm patients and reduce their self-confidence and mobility.
- Staff promoting independence can help to reduce deterioration in patients' mobility and staff can recognise changes in a patient's mobility and/or patients will notice changes in their mobility more quickly.
- Staff will need to respond to any reports of deterioration in mobility and refer residents to the appropriate health professional if required (for example physiotherapy or doctor).

**AO3:** Discussion of the key points of the importance of promoting independence that may include:

- Students recognise how improvement in self-esteem has a positive impact on the willingness to mobilise independently. Students recognise improving independence could also reduce the need for staff to support so staff can support elsewhere.
- Students recognise how promoting independence can help staff members responsible for patients' health can help them to recognise a decline of health or mobility and can act swiftly to prevent this from worsening.
- Students recognise how promoting the independence of residents allows for staff to gain an understanding of their capabilities. This recognition of abilities supports staff to tailor their patients' care to their abilities. This help to promote person-centred care.
- Students recognise how the reduction of risks by the staff (examples including care and cleaning staff reducing falls and kitchen staff reducing nutritional decline) can support mobility to be sustained and can promote independence by supporting general wellbeing and confidence.

- Students recognise that all staff promoting independence has physical impacts for patients, improving their overall health and wellbeing (for example, cardiovascular health and mental health). (Specific examples may be used such as increasing exercise by walking and/or nutritious meals reduce cardiovascular risk.)
- Students recognise how all staff members promoting independence and mobility can help the resident to feel valued by the staff of the care home as they are more able to engage in activities of daily living.

**NB:** The explanation must match the reason for marks to be awarded.

**Accept any other suitable response.**

### QWC mark scheme

Mark	Descriptor
3	The answer is clearly expressed and well-structured. The rules of grammar are used with effective control of meaning overall. A wide range of appropriate technical terms are used effectively.
2	The answer is generally clearly expressed and sufficiently structured. The rules of grammar are used with general control of meaning overall. A good range of appropriate technical terms are used effectively.
1	The answer lacks some clarity and is generally poorly structured. The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning. A limited range of appropriate technical terms are used effectively.
0	There is no answer written or none of the material presented is creditworthy. <b>Or</b> The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.

### Assessment objective grid

#### Section A Working in the healthcare sector

Question Number	AO1	AO2	AO3	QWC	Total
1	1*				1
2		2			2
3		4			4
4(a)	1				1
4(b)		2			2
5	3*				3
6		2			2
7			6		6
8	3	3	3	3	12
<b>Total</b>	<b>8</b>	<b>13</b>	<b>9</b>	<b>3</b>	<b>33</b>
<b>Totals required</b>	<b>7–9 marks</b>	<b>12–14 marks</b>	<b>9–11 marks</b>	<b>3</b>	<b>33</b>
<b>Kil*</b>	<b>4</b>				

#### Section B Managing personal information and data in the healthcare sector

Question Number	AO1	AO2	AO3	QWC	Total
9	2*				2
10		2			2
11	1	2			3
12		3	3		6
13	3	3	3	3	12
<b>Total</b>	<b>6</b>	<b>10</b>	<b>6</b>	<b>3</b>	<b>25</b>
<b>Totals required</b>	<b>5–7 marks</b>	<b>8–10 marks</b>	<b>6–8 marks</b>	<b>3</b>	<b>25</b>
<b>Kil*</b>	<b>2</b>				

**Section C**  
**Health and safety in the healthcare sector**

Question Number	AO1	AO2	AO3	QWC	Total
14	1*				1
15	1	2			3
16	1	2			3
17		3	3		6
18	3	3	3	3	12
<b>Total</b>	<b>6</b>	<b>10</b>	<b>6</b>	<b>3</b>	<b>25</b>
<b>Totals required</b>	<b>5–7 marks</b>	<b>8–10 marks</b>	<b>6–8 marks</b>	<b>3</b>	<b>25</b>
<b>Kil*</b>	<b>1</b>				

**Section D**  
**Person-centred care in the healthcare sector**

Question Number	AO1	AO2	AO3	QWC	Total
19	1*				1
20	2*				2
21	1	2			3
22		2			2
23		4			4
24			3		3
25		3	3		6
26	3	3	3	3	12
<b>Total</b>	<b>7</b>	<b>14</b>	<b>9</b>	<b>3</b>	<b>33</b>
<b>Totals required</b>	<b>7–9 marks</b>	<b>12–14 marks</b>	<b>9–11 marks</b>	<b>3</b>	<b>33</b>
<b>Kil*</b>	<b>3</b>				

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