

# T Level 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 objectives (AOs) 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.
- 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 band-based descriptors and indicative content.

Band-based descriptors: each band is made up of several descriptors 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 AOs, 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 that students must cover all the indicative content to be awarded full marks.

## Assessment objectives (AOs)

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 AO 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 **The NHS is one type of organisation within the healthcare sector.**  
**Name one other type of organisational setting that provides healthcare.**

[1 mark]

### AO1 = 1 mark

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

- private healthcare (1)
- social care services (1)
- private / non-profit organisations (1).

**Accept any other suitable response.**

- 2 **Give two characteristics of primary care.**

[2 marks]

### AO1 = 2 marks

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

- often the first point of contact (1)
- accessed directly (1)
- provides general care (1)
- public participation (1)
- deals with acute medical problems and refers to specialists (1).

**Accept any other suitable response.**

- 3 **Following an evidence-based trial, a GP has gained access to a new monitor that can be attached to the arm to continuously record a patient's blood sugar. This would allow patients with diabetes to continually monitor their blood sugar without the need for a finger-prick test.**

**Explain one way this evidence-based trial can benefit the healthcare sector.**

[2 marks]

### AO2 = 2 marks

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

- The use of the continuous glucose monitor improves quality provision as the device will provide continuous data of the patient's blood sugars to help inform healthcare decisions for the patient's diabetes (1); using a continuous glucose monitor gives more health data than a finger-prick test (1).
- Using a continuous blood glucose monitor reduces the amount of finger-prick testing that the patient will need to use (1); this will improve the cost-effectiveness of the patient's care as less resources will be required to monitor the patient's blood sugar levels (1).
- The continuous glucose monitor allows for healthcare workers to quickly acquire a blood glucose reading for patients in comparison to a finger-prick glucose monitor (1); this improves the capability of staff to quickly respond to blood glucose readings that are out of range and act quickly in medical emergencies (1).

**Accept any other suitable response.**

4 **A local hospital has identified faults in the building of its physiotherapy unit. The physiotherapy unit is therefore moved to a nearby building due to the required building work in its original location. The nearby building is smaller than the original unit and does not have as many treatment rooms.**

**Explain one potential impact of the building work on the activities of the physiotherapy unit.**

[2 marks]

**AO2 = 2 marks**

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

- Due to the building having fewer rooms, the unit may not be able to see as many patients in it at one time (1). This may delay appointments for patients or make waiting times longer (1).
- Moving the equipment from the other physiotherapy unit may result in damaged equipment (1). This may mean that some services offered by the physiotherapy unit may need to be paused while the equipment is repaired or replaced (1).

**Accept any other suitable response.**

5 (a) **Define the term 'standard operating procedure'.**

[1 mark]

**AO1 = 1 mark**

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

- A set of steps or instructions designed to standardise the approach to a process or action (1).

**Accept any other suitable response.**

- (b) **Ayesha is a nurse working in a local GP surgery. She has completed a vaccination procedure and now must follow the surgery's standard operating procedure for disposal of the used needle.**

**Explain one reason why it is important for Ayesha to follow this standard operating procedure.**

[2 marks]

**AO2 = 2 marks**

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

- The standard operating procedure (SOP) will provide clear instructions to ensure consistency of approach between different nurses in the practice (1). This will ensure that all nurses are safely disposing of the needles using the procedure in the same way (1).
- It will uphold Ayesha's professional standards by ensuring that she safely and properly disposes of the used needle (1). This will ensure that Ayesha meets the requirements to reduce / prevent injuries and possible infections (1).
- It ensures that all needles are disposed of safely and are accounted for (1). This will ensure that Ayesha is able to demonstrate compliance for audit purposes (1).

**Accept any other suitable response.**

- 6 (a) **Identify one reason why it is important to manage stock effectively.**

[1 mark]

**AO1 = 1 mark**

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

- ensuring that materials are used before their expiry date (1)
- ensure safety of stock (bottles are not damaged / degraded) (1).

**Accept any other suitable response.**

- (b) **Nabil works in a GP surgery as a practice nurse. Part of his role involves him ordering and storing stock.**

**The surgery receives a delivery of vaccinations and Nabil stores them in the cupboard. After several hours, Nabil realises that the vaccines should be stored in the fridge between 2 °C and 6 °C.**

**Explain one impact of the vaccines being stored incorrectly.**

[2 marks]

**AO2 = 2 marks**

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

- Storing the vaccines incorrectly could result in the vaccines being unusable (1). This could have cost implications on the surgery, which may impact the funding for other services within the surgery (1).
- If the vaccines cannot be used, this may delay treatment for patients who require the vaccine (1). This puts them at an increased risk of illness whilst they are waiting for vaccination (1).
- Failing to comply with storage compliance may have ramifications for the surgery (1). This may result in the surgery being inspected or fined as a result of non-compliance (1).

**Accept any other suitable response.**

<b>7</b>	<p><b>Laura is a new manager of a care home that is facing a variety of issues; for example, a high level of patient falls, poor patient self-care and dependence on care home workers to aid eating and drinking.</b></p> <p><b>Laura wants to set up a multidisciplinary team by reaching out to local services.</b></p> <p><b>Explain one benefit of effective multidisciplinary team working in the care home.</b></p> <p style="text-align: right;">[2 marks]</p>
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**AO2 = 2 marks**

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

- MDT working would enable staff to build a rapport and share knowledge about how to reduce the dependence of patients on care home workers to aid eating and drinking (1). This will encourage active listening from staff to understand reasons for the dependence and share information about interventions that can help to reduce the need for this support (1).
- MDT working will encourage different professional perspectives to consider new interventions to reduce the instances for falls (1). External healthcare professionals will be able to review patients' functionality and assess their risk of a fall, whereas the nurses in the home will see patients' day-to-day activities and be able to share information about their impact of falls risk (1).
- Sharing professional perspectives regarding patients' self-care may provide CPD for staff as they will learn new methods from one another about how to support their patients (1). By learning new methods from one another, the staff will become more competent in recognising, managing and evaluating the needs of patients (1).

**Accept any other suitable response.**

8	<p><b>Jamiah works in a health centre. He has just received training on calibrating and testing the equipment in the health centre and actions that should be taken if the equipment is not correctly calibrated.</b></p> <p><b>When working in one of the rooms, he notices a glucometer has not been calibrated or tested within the time frame the manufacturer’s guidelines have stated.</b></p> <p><b>Assess the actions Jamiah should take in this scenario.</b></p>	[6 marks]
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**AO3 = 6 marks**

Band	Mark	Descriptor
3	5 to 6	AO3 – assessment of the actions to be taken is <b>well developed, effective, and fully relevant</b> , showing <b>highly detailed, logical and coherent</b> chains of reasoning throughout.
2	3 to 4	AO3 – assessment of the actions to be taken is <b>reasonably developed, in most parts effective, and mostly relevant</b> , showing <b>mostly detailed, logical, and coherent</b> chains of reasoning throughout.
1	1 to 2	AO3 – assessment of the actions to be taken is <b>basic, in some parts effective and of some relevance</b> , showing <b>some but limited detailed, logical, and coherent</b> chains of reasoning throughout.
	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 actions Jamiah should take may include:

- Jamiah should list / label the equipment as faulty and take it out of service immediately, so it is not used in any patient care. This would ensure that any risk of harm to patients caused by faulty test results is removed. Failure to do this correctly could mean the patient does not get accurate results and this could lead to them getting the wrong treatment or diagnosis.
- Jamiah should report this to his manager to ensure that the issue is appropriately escalated and to allow the manager to take appropriate action. Reporting this incident ensures that steps can be taken to reduce the likeliness of the issue reoccurring, which may include reminding staff responsible for calibration of the machine or identifying the need for training of staff if they are unsure about how to calibrate the machine. In future, reporting the issue will help to keep a record and help to understand if it is a reoccurring issue or a one-time event.

- Jamiah should record his findings as guided by organisational policy. There should be a record of when it was noticed that equipment had not been calibrated or serviced as this would be a standard that should be available for any inspections to show that the equipment is not fit for purpose. The record can then be updated once the equipment has been correctly calibrated and tested to show that the equipment is now fit for use.

**Accept any other suitable response.**

<b>9</b>	<p><b>As an employer, the NHS can be held liable for any wrongful act committed while an employee is conducting their duties. They use job descriptions and person specifications as a way of ensuring that they employ the most suitable candidates to work for them.</b></p> <p><b>Evaluate the effectiveness of a comprehensive job description and person specification in assisting employers such as the NHS to avoid any liability.</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 to 9	<p>AO3 – evaluation of the effectiveness of comprehensive job descriptions and person specifications in assisting employers such as the NHS to avoid any liability is <b>well developed, effective, and fully relevant</b>, showing <b>highly detailed, logical and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are <b>informed</b> and are <b>fully supported</b> with <b>rational</b> and <b>balanced</b> judgements.</p> <p>AO2 – application of knowledge and understanding of the effectiveness of job descriptions and person specifications in assisting employers such as the NHS is <b>well developed</b> and <b>highly detailed</b>.</p> <p>AO1 – demonstration of knowledge and understanding of the effectiveness of job descriptions and person specifications is <b>accurate</b> and <b>highly detailed</b>.</p>
2	4 to 6	<p>AO3 – evaluation of the effectiveness of comprehensive job descriptions and person specifications in assisting employers such as the NHS to avoid any liability is <b>reasonably developed</b>, in <b>most parts effective</b>, and <b>mostly relevant</b>, showing <b>mostly detailed, logical, and coherent</b> chains of reasoning throughout.</p>

		<p>Given conclusions are supported with judgements that consider <b>most</b> of the relevant arguments.</p> <p>AO2 – application of knowledge and understanding of the effectiveness of job descriptions and person specifications in assisting employers such as the NHS is <b>mostly clear</b> and <b>reasonably detailed</b>.</p> <p>AO1 – demonstration of knowledge and understanding of the effectiveness of job descriptions and person specifications is in <b>most parts clear</b> and <b>mostly accurate</b>, although on occasion may lose focus.</p>
1	1 to 3	<p>AO3 – evaluation of the effectiveness of comprehensive job descriptions and person specifications in assisting employers such as the NHS to avoid any liability is <b>basic</b>, in <b>some parts effective</b> and of <b>some relevance</b>, showing <b>some but limited detailed, logical</b>, and <b>coherent</b> chains of reasoning throughout.</p> <p>Given brief conclusions are supported by judgements that consider <b>only</b> the most <b>basic</b> arguments.</p> <p>AO2 – application of knowledge and understanding of the effectiveness of job descriptions and person specifications in assisting employers such as the NHS is <b>limited in detail</b>.</p> <p>AO1 – demonstration of knowledge and understanding of the effectiveness of job descriptions and person specifications shows <b>some but limited</b> accuracy, focus and relevance.</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:** demonstration of understanding of the effectiveness of job descriptions and person specifications may include:

- The job description will give a list of roles and responsibilities.
- The job description will set out the scope of the role.
- The job description will give an understanding of the employee’s accountability.
- The person specification would outline the experience required for the role.

- The person specification would outline the essential and desirable skills expected of the role.
- The information would outline the qualifications required to demonstrate capability such as the regulatory body registration and / or a specific degree.
- The person specification will list the mandatory training required for the role and will detail the continuing professional development involved for the successful candidate.
- The person specification would outline any attributes that would be expected of the role.
- The person specification will list the registration requirements required for the role for example, Nursing and Midwifery Council (NMC) registration.

**A02:** application of understanding of the effectiveness of job descriptions and person specifications in assisting employers such as the NHS may include:

- The job description sets out the expectations of the role and allows the employee to understand what is expected of them. This means employers have the right people in the right roles.
- The job description sets out the scope of a role and an employer can clearly define the boundaries of the role. An employee has a responsibility to work within the scope of the role.
- Within a job description, an employer will provide details of responsibilities and reporting lines. This allows an employee to understand what is expected of them and who to report to on a day-to-day basis.
- A person specification details the experience required for a role and the employee must demonstrate they have had that experience; this is done at the recruitment stage and the evidence is usually via references.
- A person specification details the essential and desirable skills needed for a role, allowing employers to ensure that they have the correct skill set in the right areas.
- The person specification will list the qualifications / expectations needed to work within a role and an employee has a responsibility to ensure that those expectations are met. For example, maintain active registration status with a professional body.
- A job description can limit the employer in that an employee might then refuse to undertake a specific task or role if it is not listed on the job description provided at the time they apply for the role.
- A person specification does not prevent an employee from incorrectly carrying out a role or task once they are in the position, nor does it determine their actions once they have been recruited.

**A03:** evaluation of the effectiveness of comprehensive job descriptions and person specifications in assisting employers such as the NHS to avoid any liability, may include:

- A comprehensive job description and person specification mean that an employer can recruit the right people into the right roles. Without these an employer risks recruiting people who do not have the correct knowledge, skills, qualifications or experience. This increases the likelihood of the employee finding the role difficult and there being issues caused by this. Therefore, these documents are essential in the recruitment process.
- A comprehensive job description and person specification help an employee to understand the boundaries of their role. This may restrict them at times and limit the tasks they can undertake. However, it means that they are always working within their competence,

capability and scope of their role. Ultimately this reduces the chance of errors occurring, which limits the liability of the employer.

- A comprehensive job description and person specification help an employer to identify the correct training and competency frameworks for their employees. If the employer does not provide adequate training, then they may be at risk of liability. Therefore, a record of training and competency helps the employer to reduce the risk of liability.
- A comprehensive job description and person specification not only assist employers but help to keep patients and the employees themselves safe. These documents may only be of use if the employee adheres to the limitations placed on their role. Therefore, all employees must know the contents of their job description and person specification and ensure they adhere to them.
- A comprehensive job description and person specification do not mitigate for the personal actions that the employee might take once they have successfully been appointed into a job role. This means that the employee might still make a mistake, carry out a job incorrectly or become involved in actions or behaviours that breach the policies of the organisation. Therefore, the documents cannot totally remove the risk of the employer being held responsible for the actions of the individuals they employ. The employer would then need to move to other policies such as disciplinary policies to mitigate their risk and liability.

**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 is 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 is 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 is 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).

10	<b>State the purpose of the Data Protection Act 2018.</b>	[1 mark]
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**AO1 = 1 mark**

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

- controls the use of personal information by organisations, businesses, or the government (1).

**Accept any other suitable response.**

11	<b>State the full term for the abbreviation 'PRN'.</b>	[1 mark]
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**AO1 = 1 mark**

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

- Pro re nata (1).

12	<b>Sandra works as a nurse in a local GP surgery. Sandra has an appointment with a woman who has just discovered that she is pregnant. The woman has a history of mental health issues including postpartum depression.</b> <b>Sandra refers the woman to the local midwifery service.</b> <b>Explain one reason why it is appropriate for Sandra to share this information with the midwifery service.</b>	[2 marks]
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**AO2 = 2 marks**

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

- Sharing the information will allow the midwifery service to act appropriately and assess the woman for current mental health concerns and evaluate risk (1). This will allow for the woman to receive appropriate mental healthcare and treatment throughout her pregnancy (1).
- Sharing the information will allow the midwifery service to get in touch directly with the woman and assess her level of need in regard to mental healthcare (1). This will ensure that the woman has the appropriate contacts during her pregnancy and referral to a specialised mental health midwife can be arranged if needed (1).

**Accept any other suitable response.**

13 (a) **Give one way that medical data might be presented.**

[1 mark]

**AO1 = 1 mark**

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

- Graphs (1)
- Charts (1)
- Tables (1)
- Text (1).

**Accept any other suitable response.**

(b) **Bruno works as the manager of a general ward at the local hospital. After talking to one of the patients on the ward, Bruno notices an error in their medical records, with the date of their surgery being documented incorrectly.**

**Bruno immediately updates the patient's medical records and amends the date to the correct date that their surgery took place.**

**Explain the importance of Bruno's actions.**

[2 marks]

**AO2 = 2 marks**

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

- Bruno updating the patient's medical notes will ensure that they are accurate and factual (1). This will ensure that the patient's medical history is correct for future reference for when health professionals need a patient history (1).
- Bruno's actions ensure that he has abided by laws and legislation such as UK General Data Protection Regulations (UK GDPR) (1). This prevents any negative consequences because of the error being made in the patient's medical notes (1).

**Accept any other suitable response.**

14 **A private hospital has employed an IT company to audit their data protection measures following a recent accidental security breach involving patients' electronic medical notes.**

**The audit revealed that the hospital's server does not automatically back-up data files and this requires manual updates once a week by IT staff within the**

**hospital. It also revealed that security measures were in place by providing staff with their own user IDs and passwords to access all electronic data relevant to their role; however, not all staff had undertaken data protection training. The hospital does not have up-to-date cyber security strategies in place.**

**Discuss the effectiveness of the hospital’s data protection measures.**

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

[6 marks]

**AO2 = 3 marks**

**AO3 = 3 marks**

Band	Mark	Descriptor
3	5 to 6	<p>AO3 – discussion of the effectiveness of how the hospital protects the data they store about their patients is <b>well developed, effective, and fully relevant</b>, showing <b>highly detailed, logical and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are <b>informed</b> and are <b>fully supported</b> with <b>rational</b> and <b>balanced</b> judgements.</p> <p>AO2 – applies <b>fully relevant</b> knowledge and understanding of how the hospital protects the data they store about their patients that is <b>well developed</b> and <b>highly detailed</b>.</p>
2	3 to 4	<p>AO3 – discussion of the effectiveness of how the hospital protects the data they store about their patients is <b>reasonably developed</b>, in <b>most parts effective</b>, and <b>mostly relevant</b>, showing <b>mostly detailed, logical, and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are supported with judgements that consider <b>most</b> of the relevant arguments.</p> <p>AO2 – applies <b>mostly relevant</b> knowledge and understanding of how the hospital protects the data they store about their patients that is <b>mostly clear</b> and <b>reasonably detailed</b>.</p>
1	1 to 2	<p>AO3 – discussion of the effectiveness of how the hospital protects the data they store about their patients is <b>basic</b>, in <b>some parts effective</b> and of <b>some relevance</b>, showing <b>some but limited detailed, logical, and coherent</b> chains of reasoning throughout.</p> <p>Given brief conclusions are supported by judgements that consider <b>only</b> the most <b>basic</b> arguments.</p> <p>AO2 – applies <b>some relevant</b> knowledge and understanding of how the hospital protects the data they store about their patients that is <b>limited in detail</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 discussion and reasoned judgements and / or conclusions that the student provides.

**AO2:** application of understanding of how the hospital protect the data they store about their patients may include (answer links the strengths and limitations to the question):

- By staff only being able to access patient data relevant to their role, this will prevent them from seeing personal patient data that is not required. This helps to prevent any breaches of a patient's medical notes as only appropriate personnel will see data relevant to the tasks they need to complete for the patient's care.
- By using staff passwords to limit access to only data required for their role, it gives the hospital clear control of who is able to access sensitive data and they can reject any requests to view data that are deemed unnecessary to stop data being viewed by staff that do not require it.
- Because the data back-up system requires manual updates once a week by IT staff, there is a chance that this might be missed and vital data may be lost. When updated regularly, the back-up storage system will help to secure the data for the hospital and will prevent inability to access data due to a breakdown of the hospital's system.
- Not all staff have had data protection training. The training provided by the hospital should be specific to the data protection measures in place at the hospital so without this, staff are not fully able to comply with requirements of the legislation.
- By not ensuring up-to-date cyber security strategies are in place, the hospital is failing to guard against the threat of an external cyber-attack and is increasing the likelihood that their data may be targeted.

**AO3:** discussion of the effectiveness of how the hospital protects the data they store about their patients may include:

- The hospital should provide training on data security for all staff. This will ensure the staff understand how UK GDPR enables them to protect patient data. This will improve compliance by staff to abide by data protection policies within the hospital. Currently, as this is not made compulsory, there is not a guarantee that all staff will engage with the training. Therefore, the hospital will need a governance measure to check staff engagement and compliance with training. The hospital should regularly review the training and seek feedback from staff to ensure that it is current and fit for purpose.
- The hospital has a duty to abide by data protection regulations; a legal requirement by the hospital to protect sensitive information like medical notes. Although this is partially achieved with the use of ID access and back-up procedures, more could be done to improve staff compliance and organisational systems to automatically update back-up data. If these measures were taken forward, it will better support GDPR and Data Protection Act legislation, by ensuring that data is stored safely, accurately, and securely. This will ensure

the hospital will protect its patients, as it reduces the likeliness of data breaches of patient records and patient harm because of a breach.

- The hospital must have a clear process for managing data breaches and staff must understand how to raise and escalate concerns. This should be included in their training. The hospital should respond to any reports by hospital staff of incorrect or inaccurate information and / or any data breaches. All of this should be logged by the hospital so that it can be actioned to prevent any harm to patients because of these errors / breaches and the patient should be informed of the changes.
- The hospital must respond to the growing risk of cyber security attacks. One way to strengthen its cyber security is by tracking where data has been accessed, identify trends and decline / restrict access to any potential breaches. If someone was able to access patient records through a staff member's ID, this may result in sensitive and personal patient data being leaked or freezing patient records. This may result in the hospital being held to ransom; it could also impact the reputation and the trust patients have in data security. There may also be an impact in service provision as medical notes are not accessible.

**Accept any other suitable response.**

15 **Zoe works in a cancer research organisation. She wants to collect some data on the experiences of people with cancer who have taken part in a clinical trial.**

**Zoe has two different options for data collection.**

**Option A: gather qualitative data from people with cancer through a face-to-face interview that uses open questions.**

**Option B: gather quantitative data from people with cancer through an online questionnaire that uses closed questions.**

**Evaluate which option is most suitable for Zoe to use to collect data for her research.**

**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 to 9	<p>AO3 – evaluation of which option is most suitable for Zoe to use to collect data for her research is <b>well developed, effective, and fully relevant</b>, showing <b>highly detailed, logical and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are <b>informed</b> and are <b>fully supported</b> with <b>rational</b> and <b>balanced</b> judgements.</p> <p>AO2 – applies <b>fully relevant</b> knowledge and understanding of which option is most suitable for Zoe to use to collect data for her research is <b>well developed</b> and <b>highly detailed</b>.</p> <p>AO1 – a <b>wide</b> range of <b>fully relevant</b> knowledge and understanding of the considerations to make when selecting ways to collect and record information and data is <b>accurate</b> and <b>highly detailed</b>.</p>
2	4 to 6	<p>AO3 – discussion of which option is most suitable for Zoe to use to collect data for her research is <b>reasonably developed</b>, in <b>most parts effective</b>, and <b>mostly relevant</b>, showing <b>mostly detailed, logical, and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are supported with judgements that consider <b>most</b> of the relevant arguments.</p> <p>AO2 – applies <b>mostly relevant</b> knowledge and understanding of which option is most suitable for Zoe to use to collect data for her research that is <b>mostly clear</b> and <b>reasonably detailed</b>.</p> <p>AO1 – a <b>good</b> range of <b>mostly relevant</b> knowledge and understanding of the considerations to make when selecting ways to collect and record information and data is in <b>most parts clear</b> and <b>mostly accurate</b>, although on occasion may lose focus.</p>
1	1 to 3	<p>AO3 – discussion of which option is most suitable for Zoe to use to collect data for her research is <b>basic</b>, in <b>some parts effective</b> and of <b>some relevance</b>, showing <b>some but limited detailed, logical, and coherent</b> chains of reasoning throughout.</p> <p>Given brief conclusions are supported by judgements that consider <b>only</b> the most <b>basic</b> arguments.</p> <p>AO2 – applies <b>some relevant</b> knowledge and understanding of which option is most suitable for Zoe to use to collect data for her research that is <b>limited in detail</b>.</p> <p>AO1 – knowledge and understanding of the considerations to make when selecting ways to collect and record information and data shows <b>some but limited</b> accuracy, focus and relevance.</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:** demonstration of knowledge and understanding of the considerations to make when selecting ways to collect and record information and data may include:

- data type: qualitative and / or quantitative data (for example laboratory results and / or patient history)
- the most appropriate method of data collection (manual or automated)
- the most appropriate way to present the information or data (for example graphs, charts and tables)
- depth of analysis required (for example spreadsheets and databases)
- the intended audience
- storage method (for example digital or paper-based)

**AO2:** application of knowledge and understanding of which option is most suitable for Zoe to use to collect data for her research applicable to the scenario may include:

- Zoe wants to collect people's experiences of taking part in a clinical trial; therefore, Option A would be most suitable as this gathers qualitative data.
- By using Option A, Zoe will obtain rich data that captures the lived experiences of people with cancer who have taken part in a clinical trial.
- By using Option A, Zoe may expect a small sample due to accessibility caused by the need to be face-to-face; however, she will achieve her goal of understanding the lived experiences.
- Zoe will need to carry out deeper analysis of the qualitative text to identify themes and patterns. This will help her to understand the lived experience of people taking part in clinical trials.
- The qualitative information that would be collected using Option A would be best presented in written form, for example, in a report or an article. This might be best suited to an audience comprising of other cancer patients and their families.
- Zoe might want to be able to present her findings in the form of graphs and charts and would consequently need to collect quantitative data so Option B would be most suitable.
- By using Option B, Zoe may be able to access a wider sample of participants as questionnaires are easier to administer than face-to-face interviews.
- If Zoe uses Option B, she may not be able to fully understand the lived experience of people taking part in a clinical trial. This is because this method uses closed questions and will elicit short answers.
- By using a quantitative method of data collection, Zoe will be able to generate some broad findings; however, these will not be as in-depth as qualitative data.

- If Zoe presents her findings from Option B using graphs and charts, these might suit an audience made up of medical professionals involved in the clinical trials as they may be interested in being able to compare data to improve their practices.

**AO3:** evaluation of which option is most suitable for Zoe to use to collect data for her research applicable to the scenario may include:

- Option A provides richer data in terms of articulating people's experiences and understanding why they feel a certain way about their experience. This not only gives the opportunity to report on how people feel, but it will give deeper context and understanding to be able to comprehend the reasoning behind their feelings. By understanding the reasoning behind the patient's feelings, the organisation will be better positioned to make positive changes to care to improve patient experience.
- The richness of the data generated by interviewing people about their experiences allows for Zoe to understand in more depth the impact of the responses from the patients. For example, the patient may be able to express feelings and emotions that would not be possible by answering a survey. This provides more meaningful data to Zoe to be able to fully comprehend the lived experience and its emotional, physical and sociological impacts.
- Due to the practicalities of arranging interviews with participants, the research would not be as accessible for participants if Zoe was to opt for Option A rather than Option B. Option B would be suitable for accessing patients from far geographical areas and those with accessibility needs and could provide a much larger sample as it would remove practical barriers to participation for patients.
- Online questionnaires make it easier to access a wider participant sample because they can be distributed quickly and efficiently to people across various locations using digital platforms. They require less time and resources compared to interviews, as participants can respond at their convenience without needing to schedule one-on-one sessions. Additionally, the anonymity and flexibility of online questionnaires often encourages higher participation rates and attracts a more diverse audience.
- Online questionnaires often result in data that is more generalisable to the general population because they can reach a larger and more diverse sample, reducing biases associated with small or localised participant groups. The standardised format ensures that all participants answer the same questions, which increases consistency and comparability across responses. This broad reach and uniformity enhances the likelihood that the findings represent the wider population rather than a specific subset.
- Using online questionnaires reduces the amount of meaning that can be interpreted because they typically rely on structured, predefined questions with limited opportunities for participants to elaborate on their answers. Unlike interviews, they lack the flexibility to explore nuanced responses or follow up on interesting insights in real time. As a result, online questionnaires may miss the depth, context, and richness of participants' experiences, which are more easily captured through conversational and open-ended interview techniques.

**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 is 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 is 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 is 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).

16 **Give one example of good personal hygiene practice.**

[1 mark]

**AO1 = 1 mark**

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

- washing body / hair regularly (1)
- wearing clean uniform (1)
- cleaning teeth (1)
- covering mouth / nose when sneezing / coughing (1)
- maintaining short and clean nails (1).

**Accept any other suitable response.**

17 **Identify the health and safety regulation that requires employers to protect both employees and members of the public from radioactive substances.**

[1 mark]

**AO1 = 1 mark**

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

- Ionising Radiation Regulations (2017) (1).

18 **Donna works as a nurse on the newborn baby unit. She has been asked to administer medication to a baby using a needle and syringe. The baby was 8 weeks premature and has an underdeveloped immune system.**

**Explain one possible technique that Donna might use to support the wellbeing of the baby.**

[2 marks]

**AO2 = 2 marks**

Award **one** mark for each explanation point of the possible techniques Donna could use, up to a maximum of **two** marks:

- Donna may use the appropriate handwashing technique before picking up the needle and medication / before administering the medication (1). This will remove any pathogens on the surface of Donna's hands and prevent them infecting the baby who is more susceptible to pathogens due to their underdeveloped immune system (1).

- Donna may wear appropriate PPE to prevent pathogens spreading between herself and the baby (1). Wearing PPE reduces the likeliness that a pathogen will be transferred through Donna's clothing or touch and infect the baby with the underdeveloped immune system (1).

**Accept any other suitable response.**

19 (a) **Name the legislation that requires employers to assess and minimise the risk to employees' health involved in the manual handling, moving and positioning of a person.**

[1 mark]

**AO1 = 1 mark**

Award **one** mark for the correct legislation stated, to a maximum of **one** mark:

- Manual Handling Operations Regulations 1992 (as amended) (1).

(b) **Sergio is a nursing manager on a general hospital ward. He has ordered a new patient transfer board for the ward. Before it is used, he completes a risk assessment and ensures all staff have completed training.**

**Explain one way Sergio's actions protect staff on the ward.**

[2 marks]

**AO2 = 2 marks**

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

- By providing the staff with training on the transfer board, it ensures that they are able to move, position and handle the transfer board correctly (1). This prevents the likelihood of injury or harm being caused when the staff use the transfer board (1).
- By completing a risk assessment, any risks for staff using the transfer board can be identified and addressed (1). This ensures that amendments or restrictions are put in place for any risks that could cause harm or injury to the staff (1).

**Accept any other suitable response.**

20 **Abigail works as a dental assistant in a dental practice. During an appointment with a patient, she found that the water jet, which uses a jet of water to clean teeth, was faulty.**

**The fault caused the water jet to lose power and spray water across the room.**

**Abigail takes the following actions. She:**

- turns off the water jet and removes it from use
- continues patient care, making an effort to avoid the spillage on the floor
- follows the organisational policy for reporting concerns and submits an incident report form to report the faulty equipment.

Discuss the actions Abigail has taken to promote health and safety.

Your response should include reasoned judgements and conclusions.

[6 marks]

AO2 = 3 marks

AO3 = 3 marks

Band	Mark	Descriptor
3	5 to 6	<p>AO3 – discussion of the actions Abigail has taken to promote health and safety in her workplace is <b>well developed, effective, and fully relevant</b>, showing <b>highly detailed, logical and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are <b>informed</b> and are <b>fully supported</b> with <b>rational</b> and <b>balanced</b> judgements.</p> <p>AO2 – applies <b>fully relevant</b> knowledge and understanding of the actions Abigail has taken to promote health and safety in her workplace is that is <b>well developed</b> and <b>highly detailed</b>.</p>
2	3 to 4	<p>AO3 – discussion of the actions Abigail has taken to promote health and safety in her workplace is <b>reasonably developed</b>, in <b>most parts effective</b>, and <b>mostly relevant</b>, showing <b>mostly detailed, logical, and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are supported with judgements that consider <b>most</b> of the relevant arguments.</p> <p>AO2 – applies <b>mostly relevant</b> knowledge and understanding of the actions Abigail has taken to promote health and safety in her workplace is that is <b>mostly clear</b> and <b>reasonably detailed</b>.</p>
1	1 to 2	<p>AO3 – discussion of the actions Abigail has taken to promote health and safety in her workplace is <b>basic</b>, in <b>some parts effective</b> and of <b>some relevance</b>, showing <b>some but limited detailed, logical, and coherent</b> chains of reasoning throughout.</p> <p>Given brief conclusions are supported by judgements that consider <b>only</b> the most <b>basic</b> arguments.</p> <p>AO2 – applies <b>some relevant</b> knowledge and understanding of the actions Abigail has taken to promote health and safety in her workplace is that is <b>limited in detail</b>.</p>
	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 health and safety measures, applicable to the scenario, may include:

- Abigail correctly stopped using the water jet, avoiding any risk of harm or further damage to the equipment.
- Abigail failed to ensure that any water on the floor was removed immediately, as this would have removed the risk of a slip, trip or fall.
- Abigail should have informed all other staff in the practice, so they were aware of the issue and reduced the risk of potential injury to staff.
- Abigail should have labelled the water jet as faulty; this would have prevented others from attempting to use the water jet and prevented this happening again.
- Abigail correctly reported the faulty equipment following organisational procedures so that the faulty equipment can be fixed and the issue is properly documented.

**AO3:** discussion of the actions Abigail has taken in relation to health and safety in the workplace, applicable to the scenario, may include:

- By Abigail taking the water jet out of use, it ensured that harm or further damage was prevented. This allowed for the water jet to be repaired or replaced if necessary. Once it has been repaired / replaced, staff can be assured that the equipment meets the required standards for care and abides by legislation, for example, Health and Safety at Work Act 1974 and Health and Social Care Act 2012, that state equipment should be maintained and used appropriately.
- Abigail should ensure that her working environment is clean, tidy and hazard free. This would help to prevent injuries because of patients or staff potentially slipping on a wet floor. It promotes safety in the dental practice. It also promotes an effective work environment for staff as it is easy to navigate and find / store the appropriate equipment. By not cleaning up the spillage immediately, she is risking harm and not ensuring an effective work environment within the dental practice.
- By Abigail reporting an incident with faulty equipment, it ensured patient safety and prevented potential harm. Reporting helped identify and address issues promptly, reducing the risk of recurrence and maintaining the quality of care. Additionally, it ensured compliance with legal and professional obligations, fostered accountability, and contributed to the continuous improvement of the dental practice and equipment standards.

**Accept any other suitable response.**

21	<p><b>The Office of National Statistics estimates that up to 5000 hospital patients die of hospital-acquired infections every year in England and Wales. These infections can develop either as a direct result of healthcare interventions, such as medical or surgical treatments, or from contact in the setting.</b></p> <p><b>Using appropriate legislations and guidelines, evaluate the impact of good handwashing techniques and personal hygiene in hospital settings.</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 to 9	<p>AO3 – evaluation of the impact of good handwashing techniques and personal hygiene in reducing the risk of disease and infection is <b>well developed, effective, and fully relevant</b>, showing <b>highly detailed, logical and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are <b>informed</b> and are <b>fully supported</b> with <b>rational</b> and <b>balanced</b> judgements.</p> <p>AO2 – applies <b>fully relevant</b> knowledge and understanding of the impact of good handwashing techniques and personal hygiene in reducing the risk of disease and infection that is <b>well developed</b> and <b>highly detailed</b>.</p> <p>AO1 – a <b>wide</b> range of <b>fully relevant</b> knowledge and understanding of good handwashing techniques and personal hygiene in reducing the risk of disease and infection is <b>accurate</b> and <b>highly detailed</b>.</p>
2	4 to 6	<p>AO3 – evaluation of the impact of good handwashing techniques and personal hygiene in reducing the risk of disease and infection is <b>reasonably developed, in most parts effective, and mostly relevant</b>, showing <b>mostly detailed, logical, and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are supported with judgements that consider <b>most</b> of the relevant arguments.</p> <p>AO2 – applies <b>mostly relevant</b> knowledge and understanding of the impact of good handwashing techniques and personal hygiene in reducing the risk of disease and infection that is <b>mostly clear</b> and <b>reasonably detailed</b>.</p> <p>AO1 – a <b>good</b> range of <b>mostly relevant</b> knowledge and understanding of good handwashing techniques and personal hygiene</p>

		in reducing the risk of disease and infection is in <b>most parts clear</b> and <b>mostly accurate</b> , although on occasion may lose focus.
1	1 to 3	<p>AO3 – evaluation of the impact of good handwashing techniques and personal hygiene in reducing the risk of disease and infection is <b>basic</b>, in <b>some parts effective</b> and of <b>some relevance</b>, showing <b>some but limited detailed, logical, and coherent</b> chains of reasoning throughout.</p> <p>Given brief conclusions are supported by judgements that consider <b>only</b> the most <b>basic</b> arguments.</p> <p>AO2 – applies <b>some relevant</b> knowledge and understanding the impact of good handwashing techniques and personal hygiene in reducing the risk of disease and infection that is <b>limited in detail</b>.</p> <p>AO1 – knowledge and understanding of good handwashing techniques and personal hygiene in reducing the risk of disease and infection shows <b>some but limited</b> accuracy, focus and relevance.</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:** understanding of good handwashing techniques and personal hygiene, which may include:

- understanding the importance of handwashing, personal hygiene and how to practice these
- helps to prevent the transmission of disease and infections and, as a result, illness
- can reduce the risk of disease, infection and illness as a result of being passed from person to person through cross-contamination
- employees can practise good handwashing technique by following the Ayliffe handwashing technique
- employees can practise good handwashing technique by following the 5 moments of hand hygiene as part of the World Health Organisation (WHO) Guidance
- employees can practise good handwashing technique by following the 12-point technique (WHO / NHS)
- the legal requirements for handwashing, personal hygiene and how to practice these are determined by:
  - Control of Substances Hazardous to Health Regulations (COSHH) 2002
  - Health and Safety at Work Act (HASAWA) 1974

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
- employees can practise good personal hygiene by:
  - washing body and hair regularly
  - wearing clean uniform
  - cleaning teeth
  - covering mouth and nose when coughing or sneezing
  - maintaining short, neat and clean nails.

**AO2:** application of understanding of the impact of good handwashing techniques and personal hygiene in reducing the risk of disease and infection, which may include:

- Proper handwashing removes bacteria, viruses, and other pathogens from the employees' hands, preventing cross-contamination between them, the patient, and the environment.
- Ensuring clean hands and maintaining this reduces the risk of introducing pathogens into the patient's bloodstream, which could lead to serious infections that could cause severe harm to the patient.
- The 12-point handwashing technique recommended by the World Health Organisation (WHO) is essential for ensuring thorough and effective hand hygiene, particularly before procedures like blood sample collection. This technique ensures that all areas of the hands, including under the nails and between the fingers, are cleaned properly, reducing the risk of transmitting harmful pathogens, such as bloodborne viruses, to the patient or healthcare worker.
- The 5 moments of hand hygiene are crucial to consider. These moments include before patient contact, before an aseptic task, after exposure to patient bodily fluids, after patient contact, and after touching patient surroundings. These are crucial to consider by identifying key times when hand hygiene is essential, which can support in reducing the transmission of infections within hospital patients.
- A lack of compliance to hand hygiene protocols may negatively impact the trust between an employee and their patients. Failure to abide by practice to prevent patients from harm may make patients lose trust in an employee.
- Demonstrating good personal hygiene reduces the likelihood of bacteria, viruses and other pathogens from the employee's clothing being passed to patients or surfaces within the hospital setting.

**AO3:** evaluation of the impact of good handwashing techniques and personal hygiene in reducing the risk of disease and infection, which may include:

- If employees fail to adhere to handwashing protocols, it can lead to significant organisational and legal repercussions. Employees could face disciplinary measures from regulatory bodies, including suspension or investigation, for failing to meet professional standards. They may also face disciplinary procedures in the workplace due to non-compliance or be required to undertake further training due to the error.
- Adhering to handwashing protocols demonstrates professional competence and commitment to high standards of care. Despite this, many employees do not perform correct hand hygiene, which can lead to patient infection, illness and in some cases, death. It is consequently a legal and regulatory requirement in healthcare settings to prevent healthcare-associated infections (HAIs) and deaths.

- COSHH regulations aim to protect employees from exposure to hazardous substances, including biological agents like bloodborne pathogens. Failure to adhere to COSHH can result in regulatory action and legal consequences, particularly if infections are transmitted due to poor hand hygiene. Therefore, as a result of COSHH, employees should be provided with proper handwashing facilities and training in safe hygiene practices to prevent cross-contamination and to improve the rate of hospital-acquired infections.
- The Health and Safety at Work Act (HASAWA) places a duty on employees to ensure health, safety, and welfare within his workplace. Failure to comply with hand hygiene practices could lead to breaches of the HASAWA, resulting in enforcement actions or legal proceedings in case of harm or accidents. Therefore, employees have a responsibility to follow these procedures to protect themselves, patients, and colleagues. Ultimately, adhering to these duties should reduce the risk of hospital-acquired infections.
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) requires the reporting of work-related incidents, including exposure to harmful biological agents like bloodborne pathogens. If an employee contracts an infection due to not following hand hygiene protocols or proper personal hygiene, the incident would need to be reported. Therefore, proper hand hygiene is an essential preventive measure to reduce such risks, and employers are required to investigate and report any incidents linked to inadequate hygiene practices, ensuring compliance with RIDDOR regulations.

**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 is 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 is 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 is 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).

22	<b>State one purpose of the Personalisation Agenda 2012.</b>	[1 mark]
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**AO1 = 1 mark**

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

- to place the individual first in the process of planning, developing and providing care (1)
- to create tailored support to the individual needs and desires when treating those with long-term illnesses and conditions (1).

**Accept any other suitable response.**

23	<b>State one role of the Office for Standards in Education, Children's Services and Skills (Ofsted).</b>	[1 mark]
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**AO1 = 1 mark**

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

- regulates children's homes under the Care Standards Act 2000 (1)
- regulates activities of care for children (1).

**Accept any other suitable response.**

24	<b>State one purpose of the Information Commissioner's Office.</b>	[1 mark]
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**AO1 = 1 mark**

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

- promotes and supports information rights in the public interest (1)
- encourages transparency and data privacy for individuals (1)
- carries out audits and advisory visits across healthcare organisations in relation to personal data (1).

**Accept any other suitable response.**

25 **A patient has been admitted to the mental health ward with an identified risk of self-harm.**

**Following a period of observation and treatment on the ward, it is agreed between the patient and the staff that the patient can spend 2 hours each day outside of the hospital grounds.**

**Explain one way this follows the concept of ‘proportionality’ from a safeguarding perspective.**

[2 marks]

**AO2 = 2 marks**

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

- By allowing the patient to spend some time outside of the hospital grounds, this is the least restrictive option for managing their time and gives them freedom (1). This prevents disadvantaging the patient by being overprotective (1).
- By agreeing the action to be taken with the patient, that they can spend time outside of the ward, this is respecting their right to make their own decisions (1). Allowing their own decisions to be made prevents restricting the patient inappropriately (1).

**Accept any other suitable response.**

26 **Henry has recently been diagnosed with a musculoskeletal condition. His condition restricts his ability to participate in activities, which is resulting in low mood. During a visit to his GP, they provide Henry with a range of services he may want to explore.**

**Explain one way the GP signposting to other services will support Henry.**

[2 marks]

**AO2 = 2 marks**

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

- Signposting Henry to the services gives him an opportunity to explore different options regarding his treatment (1). This will support Henry to be involved in the decisions regarding his care, supporting his physical, emotional, intellectual and social wellbeing (1).
- Signposting Henry will give him access to health professionals with a speciality in his condition (1). This will allow the professionals to give tailored advice and treatment to Henry that will support him to address the impacts of his condition, such as his restrictions in participating in activities, to help improve his overall health and wellbeing (1).
- Signposting Henry gives an opportunity for services in allied health professions to consider any equipment that may support Henry to engage in his activities (for example, braces, walkers or aids) (1). Having access to appropriate equipment may make it easier for Henry to engage in activities and will improve his physical and mental health (1).

- Signposting Henry will give him the opportunity to be in the company of others with similar conditions / complaints as himself (1). He can get advice from others about activities in which he might still be able to participate thus will improve his mood and wellbeing (1).

**Accept any other suitable response.**

27 (a) **State the meaning of the term ‘accountability’.**

[1 mark]

**AO1 = 1 mark**

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

- taking ownership of a situation and accepting responsibility of your choices (1).

**Accept any other suitable response.**

(b) **Sandro works in the safeguarding team at a local hospital. A nurse has asked him for support as they suspect a child in their care has been physically abused by their parents.**

**Explain one action Sandro should take that is underpinned by the Care Act 2014.**

[2 marks]

**AO2 = 2 marks**

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

- Sandro should work in partnership with the police and the local authorities if he believes the child may have been harmed by their parents (1) to ensure that the potential crime can be investigated and the child can be protected from further harm or injury (1).
- As the patient is a child, Sandro should act immediately to protect their best interests (1) by discussing their immediate needs with local social services to ensure any further harm does not occur to the child (1).

**Accept any other suitable response.**

28 **State one risk to a person’s health caused by smoking.**

[1 mark]

**AO1 = 1 mark**

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

- smoking increases the risk of lung cancer (1)
- smoking increases the risk of other cancers (1)
- smoking increases the risk of heart disease (1)

- smoking makes a person more likely to be diagnosed with other health conditions (1)
- smoking reduces life expectancy (1).

**Accept any other suitable response.**

29	<p><b>Amina is 35 years old and has been smoking for 15 years. She attends her GP surgery to discuss her wish to stop smoking.</b></p> <p><b>Explain one way the GP could support Amina's health, comfort and wellbeing in relation to stopping smoking.</b></p> <p style="text-align: right;">[2 marks]</p>
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**AO2 = 2 marks**

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

- The GP can adopt a collaborative approach with Amina to make a plan together (1), to encourage Amina to make decisions about the care support and treatment she receives using the input and opinions of other services where appropriate (1).
- The GP can encourage active involvement of Amina in making her smoking cessation plan (1). This would empower Amina by promoting increased interaction and providing continual support to manage her health and wellbeing (1).
- The GP should adopt a person-centred approach to her smoking cessation by considering her physical, intellectual, emotional and social status (1). This will allow her smoking cessation plan to consider the physical impacts of stopping smoking (such as withdrawal) alongside the emotional impacts of stopping smoking (for example, impact on mood).

**Accept any other suitable response.**

30	<p><b>A community nurse has been visiting an 80-year-old female who lives alone. During her final visit, the patient asks the nurse for their mobile phone number to be able to stay in contact after her discharge from the community team.</b></p> <p><b>The nurse politely declines but gives her the number for the community team and advises to get in touch if she has any concerns about her health.</b></p> <p><b>Explain the importance of the nurse setting boundaries with the patient.</b></p> <p style="text-align: right;">[2 marks]</p>
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**AO2 = 2 marks**

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

- The nurse is setting clear professional boundaries between herself and the patient by not giving her phone number (1). This protects both the nurse from a professional standpoint (by not blurring professional boundaries) and the patient (by ensuring they are not taken advantage of) (1).

- The nurse not giving her personal phone number ensures that the patient does not contact her on a personal level or indiscriminately (1). This reduces the risk of abuse of the phone number by the patient, consequently protecting the nurse (1).
- By the nurse setting boundaries, she is abiding by her professional code of conduct (the NMC) (1). This helps to prevent any litigation for the nurse due to unprofessional conduct if she were to give the patient her private number (1).

**Accept any other suitable response.**

31 **Derek is a 78-year-old patient who recently suffered a broken hip following a fall at home. He is due to be discharged home following a hip operation.**

**While in hospital he has become increasingly dependent on medical staff for regular activities of daily living. It is agreed that he will receive support from members of a multidisciplinary team once home.**

**Discuss how Derek’s independence and self-care can be promoted.**

**Your response should include reasoned judgements.**

**[6 marks]**

**AO3 = 6 marks**

Band	Mark	Descriptor
3	5 to 6	AO3 – discussion of how Derek’s independence and self-care can be promoted by the team is <b>well developed, effective, and fully relevant</b> , showing <b>highly detailed, logical and coherent</b> chains of reasoning throughout.  Judgements are <b>informed</b> and are <b>fully supported</b> with <b>rational</b> .
2	3 to 4	AO3 – discussion of how Derek’s independence and self-care can be promoted by the team is <b>reasonably developed</b> , in <b>most parts effective</b> , and <b>mostly relevant</b> , showing <b>mostly detailed, logical, and coherent</b> chains of reasoning throughout.  Judgements that consider <b>most</b> of the relevant arguments.
1	1 to 2	AO3 – discussion of how Derek’s independence and self-care can be promoted by the team is <b>basic</b> , in <b>some parts effective</b> and of <b>some relevance</b> , showing <b>some but limited detailed, logical, and coherent</b> chains of reasoning throughout.  Judgements consider <b>only</b> the most <b>basic</b> arguments.
	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:** discussion of independence and self-care, applicable to the scenario, may include:

- By Derek being supported by the MDT team, he has access to a support network that can give him appropriate information about the recovery / management of his hip injury. This supports the team to give Derek a range of options regarding his care. It also supports Derek to gain a better understanding and education around how to appropriately manage his hip injury and prevent further injury or another fall. Ultimately, this will help educate him about how best to approach his recovery and reduce the likelihood of further injury.
- Having the MDT team visit Derek provides opportunity to assess the risks within his home and create a plan for managing the risks appropriately. This can support positive risk taking, by helping Derek to learn how to navigate around risks in his home without detriment to his health. Any high risks can also be discussed with Derek and removed if necessary. All risks can be reported and documented in a risk assessment that can be accessed by all staff to provide support to Derek and know how to manage the risks appropriately and put interventions in place to prevent harm or injury to Derek.
- Assistive technology may be used to support Derek to manage in his home. Examples may be an alert system so if Derek falls, he can alert medical assistance. This will give Derek reassurance that help is available to him if it is needed, which will build his confidence about returning home. It will also provide assurance to the MDT team that Derek can contact them if he is in need to support or in an emergency. This reduces risk of Derek falling and being unable to call for assistance.

**Accept any other suitable response.**

**32 Mary has recently been admitted to a nursing home after a serious stroke.**

**Mary's daughter has reported to the nursing home manager suspicions of potential physical abuse taking place within the home by a member of the nursing staff. In response to this allegation, the nursing home manager has decided to conduct an investigation with the safeguarding lead. Whilst the investigation is carried out, she will not change any working arrangements.**

**As part of the investigation, the nursing home manager and the safeguarding lead have taken the following actions. They have:**

- **taken a written statement from Mary's daughter**
- **spoken to other members of staff who work in the nursing home**
- **collected all of Mary's observation charts and documented these.**

**Evaluate the actions taken in response to the allegation of physical abuse.**

**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**

<b>Band</b>	<b>Mark</b>	<b>Descriptor</b>
3	7 to 9	<p>AO3 – evaluation of the actions taken by the nursing home manager is <b>well developed, effective, and fully relevant</b>, showing <b>highly detailed, logical and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are <b>informed</b> and are <b>fully supported</b> with <b>rational</b> and <b>balanced</b> judgements.</p> <p>AO2 – applies <b>fully relevant</b> knowledge and understanding of the actions taken by the nursing home manager that is <b>well developed</b> and <b>highly detailed</b>.</p> <p>AO1 – a <b>wide</b> range of <b>fully relevant</b> knowledge and understanding of actions taken in response to an allegation of physical abuse is <b>accurate</b> and <b>highly detailed</b>.</p>
2	4 to 6	<p>AO3 – evaluation of the actions taken by the nursing home manager is <b>reasonably developed, in most parts effective, and mostly relevant</b>, showing <b>mostly detailed, logical, and coherent</b> chains of reasoning throughout.</p> <p>Given conclusions are supported with judgements that consider <b>most</b> of the relevant arguments.</p> <p>AO2 – applies <b>mostly relevant</b> knowledge and understanding of actions taken by the nursing home manager that is <b>mostly clear</b> and <b>reasonably detailed</b>.</p> <p>AO1 – a <b>good</b> range of <b>mostly relevant</b> knowledge and understanding of actions taken in response to an allegation of physical abuse is in <b>most parts clear</b> and <b>mostly accurate</b>, although on occasion may lose focus.</p>
1	1 to 3	<p>AO3 – evaluation of the actions taken by the nursing home manager is <b>basic, in some parts effective</b> and of <b>some relevance</b>, showing <b>some but limited detailed, logical, and coherent</b> chains of reasoning throughout.</p> <p>Given brief conclusions are supported by judgements that consider <b>only</b> the most <b>basic</b> arguments.</p>

		<p>AO2 – applies <b>some relevant</b> knowledge and understanding of actions taken by the nursing home manager is <b>limited in detail</b>.</p> <p>AO1 – knowledge and of actions taken in response to an allegation of physical abuse shows <b>some but limited</b> accuracy, focus and relevance.</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:** demonstration of knowledge about actions to take if abuse is suspected, which may include:

- communicate with the individual:
  - respecting confidentiality balanced with assessing risk
  - ensure a record of any disclosure is recorded word for word (for example using safeguarding disclosure form / safeguarding incident report form)
- reporting:
  - knowledge of the reporting procedure and report line
  - report instance but don't intervene unless immediate or imminent threat to safety
  - understand the next point of escalation if suspected abuse not investigated
  - ability to challenge authority
- preserving evidence:
  - documentation of facts
  - observation charts
  - clinical photography

**AO2:** application of knowledge of the actions taken by the nursing home manager may include:

- It is important that the nursing home manager documents Mary's daughter's concern word for word in their documentation. This ensures that an accurate record is made of the complaint and the correct information can be shared when the concern is passed on to the relevant bodies.
- By involving the safeguarding lead, the nursing home manager has ensured that the correct reporting lines are followed and has involved the correct people in the investigation.
- The nursing home manager should conduct a risk assessment for Mary to identify and address any potential threats to the patient's safety and wellbeing.
- By talking to the other members of staff, the nursing home manager has gathered a range of information about the suspected abuse; however, by not recording this in writing, she

has failed to collect and preserve the evidence that these conversations may have gathered.

- Properly preserved evidence helps establish the facts, supports the credibility of the victim, and strengthens any legal or protective actions that may follow. By collecting Mary's observation charts the nursing home manager has ensured that any information that may have been recorded in the observation charts is preserved as part of the investigation.
- The nursing manager should have asked the safeguarding lead to collect clinical photography of any injuries that Mary may have sustained as result of any potential abuse.
- The nursing home manager and safeguarding lead should immediately evaluate Mary's physical, mental and emotional wellbeing and create an effective plan of care to manage them. This will help to prevent further deterioration or detriment to Mary's health.
- The nursing home manager should clearly communicate with Mary's daughter about the next steps in regard to her concerns. They should explain the procedures for raising concerns and provide reassurance to her about how to proceed with the concern.

**AO3:** evaluation of the actions taken by the nursing home manager may include:

- When discussing the suspected abuse with Mary, the nursing home manager should have considered Mary's confidentiality and balanced this with assessing her risk. As the risk was deemed high enough to warrant an investigation, the nursing home manager should have communicated next steps to Mary's daughter and kept her informed about procedures and organisations that will be involved in the process.
- The suspected abuse has been reported by a relative and not a member of staff so the nursing home manager should review the whistleblowing procedure after a concern of suspected abuse to ensure it is effective, accessible, and trusted by staff. This review can identify any gaps or barriers that may discourage reporting, such as fear of retaliation or unclear processes. Strengthening the procedure promotes a transparent and supportive culture, encourages staff to speak up about concerns, and helps prevent future incidents, safeguarding residents' wellbeing.
- Accessing and promoting advocacy is important when the nursing home manager supports Mary because an advocate can help ensure her rights, wishes, and best interests are fully represented. Providing an advocate for Mary would provide an independent voice, particularly if Mary has difficulty communicating or making decisions. This support would empower Mary, enhance transparency, and ensure that her perspective is central to any safeguarding or care decisions.
- If a risk assessment had been carried out, it should have highlighted the importance to remove the member of staff suspected of abuse. This helps to implement immediate protective measures, reduce the likelihood of further harm, and ensure the care environment is safe. It also demonstrates a proactive and thorough response to concerns, rebuilding trust with the family and meeting safeguarding responsibilities.

**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 is 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 is 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 is 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 (AO) grid

#### Section A Working in the healthcare sector

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

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

Question number	AO1	AO2	AO3	QWC	Total
10	1*				1
11	1*				1
12		2			2
13 (a)	1				1
13 (b)		2			2
14		3	3		6
15	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 to 7 marks</b>	<b>8 to 10 marks</b>	<b>6 to 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
16	1*				1
17	1*				1
18		2			2
19 (a)	1				1
19 (b)		2			2
20		3	3		6
21	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 to 7 marks</b>	<b>8 to 10 marks</b>	<b>6 to 8 marks</b>	<b>3</b>	<b>25</b>
<b>Kil*</b>	<b>2</b>				

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

Question number	AO1	AO2	AO3	QWC	Total
22	1*				1
23	1*				1
24	1*				1
25		2			2
26		2			2
27 (a)	1				1
27 (b)		2			2
28	1				1
29		2			2
30		2			2
31			6		6
32	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 to 9 marks</b>	<b>12 to 14 marks</b>	<b>9 to 11 marks</b>	<b>3</b>	<b>33</b>
<b>Kil*</b>	<b>3</b>				

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