

Answer Structure

Using the answers/key terms, respond to each question in your revision book.

- You must use the correct structure
- Write in full sentences
- Check SPAG and use of command words

Case Study Scenario: Ill Health

Mr Khan is an 80-year-old man who lives on his own following the death of his wife two years ago. He was born in Pakistan and moved to live in the UK over 35 years ago. He has been a healthy and active member of the local Asian community. Mr Khan's family live close by and keep in daily contact with him.

Mr Khan fell in his garden and fractured one of his hips. He has been recovering in hospital for three weeks and the discharge care manager at the hospital hopes a return home is possible once a multi-disciplinary team assessment has taken place. However, Mr Khan's son is concerned that his father is becoming confused and anxious about returning home so he has volunteered to act as an advocate for his father during the multi-disciplinary team meetings.

- 1 (a) Identify **two** health and social care professionals who could become involved in Mr Khan's assessment

2 marks

Question Number	Answer	Mark
1a	<p>Identify TWO from:</p> <p>Doctor Nurse Social worker Occupational therapist Physiotherapist</p>	2

- (b) Describe **two** benefits of multi-disciplinary teamwork for Mr Khan's care.

4 marks

Question Number	Answer	Mark
1b	<p>Identify one benefit (1) describe the benefit (1) (2+2=4 marks)</p> <p>The benefits could be: (2 marks)</p> <ul style="list-style-type: none"> • Improved partnership working to share information (1) to ensure no gaps in service (1) • Teamwork approach, sharing experience / expertise (1) maximising skills to ensure a holistic approach (1) • Wider resource base made available (1) enabling individualised care (1) <p>Accept any other valid response.</p>	4

- (c) Explain **two** of Mr Khan's needs that should be assessed before he is discharged from hospital.

6 marks

Question Number	Answer	Mark
1c	<p>1 mark per identification of need, 2 marks per description (2x3)</p> <ul style="list-style-type: none"> • His ability to move around without support from others (1) so he can maintain safety (1) and cook for himself (1) • His cognitive abilities (1) so he shows he understands what is happening to him (1) so he is able to live independently (1) • His ability to communicate (1) so he is able to express his needs (1) and get help when he needs it (1) • His confidence levels (1) feels he is able to look after himself (1) so he does not get anxious / upset / depressed (1) • Ability to maintain relationships (1) he can interact with others (1) so he maintains contacts with friends and family (1) <p>Accept any other valid response.</p>	6

Answer Structure

Using the answers/key terms, respond to each question in your revision book.

- You must use the correct structure
- Write in full sentences
- Check SPAG and use of command words

Case Study Scenario 2: Learning Disability

Stacey is a 13-year-old girl who attends her local residential special school, which caters for her learning disability needs.

Stacey often becomes angry and frustrated at school as a consequence of her learning disability. She enjoys sport, and wants to get more involved in team sports. Her support worker thinks that playing more sport would help her deal with the anger and frustration.

Stacey's residential special school has recently had an inspection and received a notice to improve the care it offers.

Stacey's parents are now concerned about the standard of care being offered although they like the school and its staff.

(b) Describe **two** activities that could be undertaken by an occupational therapist employed in a special school.

4 marks

number		
2b	<p>Two activities could be undertaken by an occupational therapist employed in a special school (2+2 = 4 marks) 2 marks per activity. 1 mark awarded for a simple point and additional mark given for an expansion.</p> <p>Role/activities:</p> <ul style="list-style-type: none"> • To enable them to carry out personal care (1) to increase personal autonomy (1) • Initial assessment of needs and abilities (1) to identify appropriate support (1) • Advising on how to undertake tasks differently (1) using equipment /assistive technology (1) <p>Finding strategies to meet an individual's goals (1) adapting the living/working environment (1)</p>	4

2a	<p>Identify a role (1) Outline that role (1)</p> <p>Answers might refer to:</p> <p>2 marks</p> <ul style="list-style-type: none"> • Inspection to monitor and grade (1) against national standards and benchmarks (1) • Present a report to inform interested parties (1) with the findings of the inspection (1) • To make the organisation accountable (1) <ul style="list-style-type: none"> - Overall effectiveness - Outcomes for service users - Quality of provision and care - Service user's safety - Leadership and management of provision - Compliance with the national minimum standards for health and social care services 	2
----	---	---

2 marks

(c) Explain how staff could empower service users such as Stacey to promote their rights, choices and wellbeing.

2c	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to:</p> <ul style="list-style-type: none"> • Individualised / personalised care; person-centred. • Promoting and supporting individuals' rights to dignity and independence. • Providing active support consistent with beliefs, cultures and preferences of service user. • Supporting service user to express their needs and preferences. • Promoting the rights choices and wellbeing; respect the individual, equal opportunities, anti-discriminatory and non-judgemental, choices offered, effective communication, confidentiality, safe and secure. • Dealing with potential conflict with other people/ organisations. 	6
----	--	---

6 marks

Answer Structure

Using the answers/key terms, respond to each question in your revision book.

- You must use the correct structure
- Write in full sentences
- Check SPAG and use of command words

Number	Question number	Indicative content	Mark
3b	3c	<p>Describe TWO BARRIERS which Camilla, as a service user with a sensory disability could face when accessing health and social care services. (2+2 = 4 marks)</p> <p>1 mark per barrier, 1 mark per description</p> <ul style="list-style-type: none"> • Cannot see the literature due to visual impairment, (1) so does not know the services that are available (1) • Mobility barriers such as unmarked steps (1) means reduced confidence in accessing the building (1) • Hearing problems could hinder communication (1) causing low self-esteem (1) • Sensory barrier can make social interaction difficult (1) making it difficult to communicate individual preferences (1) • Emotional barriers caused by other people's attitudes (1) can lead to feelings of being stigmatised <p>Accept any other valid response.</p>	4

Case Study Scenario: Physical/Sensory Disability

Camilla, aged 28 years, has a long-term visual impairment and has a guide dog called Rosa. Rosa is an essential part of Camilla's life, helping her to be mobile and enabling her to work as a teaching assistant. Rosa has been trained to guide Camilla safely around obstacles and to adapt to changes in elevation or tripping hazards.

However, when visiting a friend in hospital, Camilla was told that dogs were not allowed entry. Camilla contacted the Guide Dogs for the Blind Association who wrote a letter on her behalf to the hospital stating:

"Guide dogs are allowed to accompany their owners in any part of a hospital where there is no risk of infection, since they are an essential mobility aid."

The hospital apologised to Camilla and stated that her guide dog could accompany her during any future visits. The member of hospital staff had made a mistake when implementing its official code of practice, which does in fact allow entry for guide dogs.

Number	Question number	Indicative content	Mark
3a	3c	<p>Explain the responsibilities which health and social care organisations have towards their service users. (6 marks)</p> <p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers might refer to the need to provide:</p> <ul style="list-style-type: none"> • Follow policies and procedures in place in their work setting • Undergo regular CPD • Services user feedback encouraged • Reference to the principles that underpin care delivery • Providing equipment and adaptations to support people to become more independent • Providing washing and feeding • Supporting individual preferences and routines e.g. leisure activities, religious ceremonies • Assessment and care and support planning to involve the service user and their families • Making information available so service users are informed and aware of their rights, understanding anti-discriminatory legislation/ reference to Equality Legislation e.g. Equality Act 2010/ aware of complaints procedures • Access to support /advice e.g. financial - Making information available that is in a form someone with a sensory impairment can access 	6

Outline **ONE UK LAW** or **ACT** which promotes the rights of those with a disability. (1+1 =2 marks)

1 mark for stating the LAW, 1 mark for some information about it.

Answers might refer to:

For **ONE LAW** ...examples could be:

Equality Act 2010 (1):

- Simplifies the previous discrimination laws and puts them altogether in one piece of legislation. (1)
- To cover discrimination of groups with protected characteristics
- Protection from indirect as well as direct discrimination. (1)

Human Rights Act 1998:(1)

- Examples of rights eg:
 - Right to education
 - Right to life-saving medical treatment to prolong the life of a disabled person
 - Right to be protected from any form of neglect (1)

- Disabled have the same equal rights and opportunities as everyone else. (1)

The question asks for **DISABILITY** so do not accept answers that refer to race, gender, age etc.

3 (a) Outline **one** UK law or act that promotes the rights of those with a disability.

2 marks

(b) Apart from the guide dog issue, describe **two** other barriers that service users with a sensory disability could face when accessing health and social care services..

4 marks

(c) Explain the responsibilities that people who work in health and social care organisations have towards service users with visual impairments, such as Camilla.

6 marks

Answer Structure

Using the answers/key terms, respond to each question in your revision book.

- You must use the correct structure
- Write in full sentences
- Check SPAG and use of command words

Case Study Scenario: Early Years

You have been appointed to work as a healthcare assistant in the neonatal unit at Oak Trees Hospital.

The unit has a procedure in place that states what you should wear when changing the babies, such as disposable gloves and an apron. Other guidelines give information about how to disinfect surfaces and how to dispose of used nappies.

You enjoy your work and learn by observing more experienced staff. However, you have noticed that some members of staff do not wash their hands after they have finished changing nappies.

4 (a) Outline **one** personal risk if you do not wash your hands following nappy changing.

2 marks

(b) Describe **two** key objectives that Oak trees Hospital's health and safety policy should address.

4 marks

One management strategy that can be used to reduce poor practice amongst staff is to update and create new policies.

(c) Explain **two** other management strategies that could be used by Oak Trees Hospital to reduce poor staff practice.

6 marks

Question Number	Answer	Mark
4a	<p>Outline one personal risk if you did not wash your hands following nappy changing. (2)</p> <p>Answers could be:</p> <ul style="list-style-type: none"> • Cross infections to others (1) may lead to bacterial, viral, fungal and parasitic diseases (1) • Transfer of faecal to oral diseases (1) e.g. sickness and diarrhoea (1) <p>Award marks for any other valid responses. Named infections if appropriate.</p>	2
Number		
4b	<p>1 mark per reason, 1 mark for an expansion elaboration/example x2</p> <p>Answers could be:</p> <ul style="list-style-type: none"> • Risk assessments done (1) risks identified and managed (1) • Accidents and near misses reported (1) action taken to reduce reoccurrence (1) • Reduces the incidence of accidents (1) reducing complaints/redress/compensation (1) <p>Award marks for any other valid responses</p>	4
4c	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p>Answers could be:</p> <ul style="list-style-type: none"> • They should follow relevant legislation • There should be a performance management procedure to identify problems • They should respond to external inspection reports. • There should be an effective whistleblowing procedure • Service user feedback should be acted on where appropriate • Identification of other policies/procedures the organisation should have in place. 	6