

GCSE



WJEC GCSE Health and Social Care, and Childcare

Approved by Qualifications Wales

Sample Assessment Materials

Unit 2: Adult Health and Social Care

Teaching from 2026

For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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Ready for the world.

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About this pack: information for teachers

This pack contains the assessment materials for Unit 2: Adult Health and Social Care.

Within this pack, you will find:

- information for teachers on how to manage arrangements for assessment
- overview of candidate requirements
- assessment details
- a candidate mark record sheet
- a **candidate pack** which includes:
 - overview of requirements
 - assessment information: a detailed breakdown of each task, the evidence and additional instruction, the assessment conditions (controls) under which the task is to be completed, timing and resources
 - the mark scheme which must be used to assess candidate work
 - information for candidates, which tells candidates about things that they must and must not do when they are completing the assessment
 - a Candidate Cover Sheet
 - a Candidate Declaration Form
 - a Candidate Time Record sheet
 - a Case Study Template (not mandatory).

You must provide each candidate with a copy of the complete candidate assessment pack.

Managing the assessment

This is a centre-marked (internal) non-examination assessment. The following arrangements **must** be followed when managing and marking the assessment

Task setting

This assignment has been produced by WJEC and cannot be changed.

Time

Candidates must be allowed **12 hours** to complete this assessment, this includes two hours to read the case studies, with teacher guidance for accessibility, choose one of the case studies and select class notes before starting the tasks. Class notes must be **no more** than six sides / three pages of A4 paper.

Candidates should complete Task 1 first.

Candidates should spend approximately:

- 2 hours reading the case studies, choosing one of the case studies and selecting notes for the tasks
- 2 hours completing task 1
- 3 hours completing task 2
- 2 hours completing task 3
- 1 hour completing task 4
- 2 hours completing task 5.

The time suggested for each task takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for this assessment. Centres can, however, amend the suggested time available for each task.

Assessment conditions

There are three levels of Assessment conditions: high, medium and low. The relevant conditions for this unit are stated below.

Level	Assessment conditions
High	<p>Candidates complete work under formal supervision¹ – in a classroom, (e.g. with teacher supervision) following these rules:</p> <ul style="list-style-type: none">• No communication with peers is allowed (including unrelated topics).• No assistance may be given by the teacher beyond reading the instructions.• Candidates must work independently, and all work must be their own.• Candidates' work must remain within the centre at all times and stored securely between timetabled sessions.• In line with JCQ regulations for non-examination assessments, the 'Warning to Candidates' and 'Unauthorised Items Poster' must be displayed.

¹ There are no set requirements regarding the number of teachers/assessors required to be present during an assessment. However, the ratio must be sufficient to ensure appropriate supervision of candidates throughout. If only one teacher/assessor is present, they must be able to request assistance without needing to leave the assessment room. Under no circumstances should candidates be left unsupervised or unattended at any time.

Resources

There are three levels of resource conditions: none, specified and permitted. The relevant conditions for this unit are stated below.

Level	Resources
Specified	<ul style="list-style-type: none">• Candidates may access only the specific resources stated in the Research Information and/or Assessment Information. This may include centre-provided resources or research candidates collected during the research phase.• Internet access (and other resources) may be allowed for research if specified by the Assessment Information; teachers must monitor this.• Candidates must not provide resources unless explicitly stated in the Assessment Information.• Candidates must follow the 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 when using resources found in 'Conducting Non-examination Assessments in National 14-16 Qualifications – Guide for Teachers'.

Candidates must have access to the candidate assessment pack and any necessary resources, as specified in the detailed task tables within the candidate pack.

Supervision

Candidates must be supervised by an assessor whilst completing the activities. Centres must have systems in place to ensure candidates cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision must be in place to ensure the authenticity of evidence produced for summative assessment.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You can provide guidance on the case studies, and requirements of the task. You can remind candidates of the mark bands and how they can be interpreted.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Candidates must sign the declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in this assessment.

Candidate evidence

The acceptable formats for evidence of each of the tasks is summarised in the task tables. Any modified assessment must enable the candidate to generate the evidence required in this table.

Notes on the completion of the time Sheet and Candidate Declaration Form

- Please log the dates and times that work took place. No work must have taken place outside the hours listed on this form. The total time allowed must not exceed 12 hours.
- The form must be completed and securely attached to the Candidate's work, and sent to the awarding body.
- The form can be completed electronically or manually. Electronic signatures will be accepted.
- If the number of sessions exceed the space on the paper, please continue on another sheet of paper.

Marking the assessment

The marking schemes for this assessment are included in the candidate pack.

All marking of evidence must be made against the marking schemes provided. Evidence marked must comply with any requirements set out in the assessment pack.

Written evidence must be annotated to show how it relates to the mark band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under the controls specified in the task table
- they are clear about the requirements of the assessment and marking scheme prior to commencing assessment
- evidence presented for assessment is valid, authentic; reliable and credible
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- judgements are only made against the mark band statements.

A mark record sheet must be completed for each candidate.

Further information

You should refer to the JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE Qualifications.

This pack is a sample. It must not be used for live assessment.

Candidate Mark Record Sheet

Centre No:										Centre Name:	
-------------------	--	--	--	--	--	--	--	--	--	---------------------	--

Candidate No:										Candidate Name:	
----------------------	--	--	--	--	--	--	--	--	--	------------------------	--

Unit Title:											
Case Study Option	A <input type="checkbox"/> B <input type="checkbox"/> Tick the box										

Task	Mark Awarded
1	/10
2	/18
3	/10
4	/6
5	/16
Total Mark	/60

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. The candidate has clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice

Assessor Signature	
Name (printed)	
Date	/ /



WJEC GCSE Health and Social Care, and Childcare

Candidate Assessment Pack

Unit 2: Adult Health and Social Care

3900U2

About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 2 – Health and Social Care.

Within this pack, you will find:

- your assignment
- two case studies
- overview of candidate requirements
- assessment information: a detailed breakdown of each task, the evidence requirements and the conditions (controls) under which the task is to be completed
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work
- a Candidate cover sheet
- a Declaration Form
- a Time Record sheet
- a Case Study Template (not mandatory).

You **must not** access the assessment brief until the **start** of the assessment.

You will have **two hours** to read the case studies, with teacher guidance for accessibility, choose one of the case studies and select class notes before starting the tasks. Class notes must be no more than six sides / three pages of A4 paper.

You will have 12 hours in total to complete this assessment.

You must complete Task 1 first.

You should spend approximately:

- 2 hours reading the case studies, choosing one of the case studies and selecting notes for the tasks
- 2 hours completing task 1
- 3 hours completing task 2
- 2 hours completing task 3
- 1 hour completing task 4
- 2 hours completing task 5.

You will be supervised throughout the assessment.

Your teacher is allowed to help you to understand the case studies, assessment requirements, and the tasks, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

Assessment: Unit 2 – Health and Social Care

Assignment

This assessment explores:

- individual needs and key conditions and illnesses in adulthood
- how professionals work in adult health and social care to achieve positive outcomes
- the role of public health and health promotion in adult health and social care in Wales.

You are required to complete a series of question-based tasks based on **either** Case Study A, or Case Study B.

You are required to read through the case study and complete the tasks to demonstrate your knowledge and understanding of Unit 2.

Case Study A

Alaw is a 48-year-old female. She lives in mid Wales. Alaw works full-time, and lives at home with her husband, and her two teenage children. Alaw and her family speak Welsh. They prefer to communicate in Welsh and can also speak English.

Alaw found a lump in her left breast. She attended early breast screening at her local hospital. The test results diagnosed breast cancer. Alaw was informed by a Consultant that there are a range of services, across different sectors, to support her through her treatment and recovery.

Alaw had a mastectomy to remove her left breast. She was informed by her Multi-Disciplinary Team (MDT) that included a dietician, specialist nurses, Consultant, and General Practitioner (GP) that she is now in remission.

Despite this positive news, Alaw has struggled to come to terms with what has happened. She is struggling with her new body image and has turned to unhealthy coping mechanisms. She has been consuming an unhealthy diet and has started smoking again. She has started to isolate herself from her family and friends. Alaw has been diagnosed with depression. She often experiences respiratory infections resulting from her excessive smoking.

Alaw's husband contacted their GP to ask for further help. The GP assessed Alaw. Following the visit, the GP referred Alaw to her local specialist nurse, and to a dietician. The GP gave Alaw some leaflets containing information on local voluntary mental health support groups. The GP also gave Alaw a '*help me quit*' leaflet, to help her to give up smoking.

Alaw met with a mental health nurse. During a 'what matters to me conversation', the nurse discussed the importance of Alaw having 'voice, choice and control' over her care. Alaw shared her personal wellbeing outcomes:

- to receive counselling to come to terms with her breast cancer journey
- to fully engage with the MDT, to improve her health and wellbeing
- to attend groups to share her experiences to build her self-esteem
- to retrain to support first language Welsh adults by providing advocacy services in both English and Welsh.

Following this meeting, Alaw fully engaged with her care team in order to improve her overall health and wellbeing. She found the information provided by her MDT, and the health promotion leaflets, really helpful.

Tasks for Case Study A

Candidates must **not** access the case study until the start of the assessment.

Candidates may have access to ICT software.

Candidates may have access to 6 sides (3 pages) of A4 class notes.

Task	Evidence	Controls
1	Create a set of notes to record Alaw's chronological interactions and progress to date. You should: <ul style="list-style-type: none"> a. Explain Alaw's individual needs at the time of receiving her cancer diagnosis with reference to Maslow's hierarchy of needs. (5 marks) b. Record the illness(es) and conditions that Alaw has experienced and how these have affected her health and wellbeing. (5 marks) 	Typed / written response. (Template is provided in the assessment pack but is not mandatory). Assessment conditions: High Resources: Specified
[10 marks] AO2 Specified resources: 'notes template', class notes, access to ICT software. You should spend approximately 2 hours completing this task.		
2	<ul style="list-style-type: none"> a. Explain, using examples, the roles and responsibilities of two key professionals from the case study. You must reference the skills and qualities needed for each role. (9 marks) (AO2) b. Evaluate ways the two chosen professionals worked together as part of a multi-disciplinary team (MDT) working to support Alaw to achieve her positive outcomes, including the importance of safeguarding. (9 marks) (AO3) 	Typed / written response. Assessment conditions: High Resources: Specified
[18 marks] [AO2: 9 marks] [AO3: 9 marks] Specified resources: Class notes, access to ICT software. You should spend approximately 3 hours completing this task.		

3	Create an infographic to show the purpose and aims of one health initiative that Alaw may have accessed.	Infographic.	Assessment conditions: High Resources: Specified
<p>[10 marks] AO2 Specified resources: class notes, access to ICT software, and access to the internet. You should spend approximately 2 hours completing this task.</p>			
4	Explain the purpose and challenges of Public Health Wales in supporting adults such as Alaw with their overall health and wellbeing.	Typed / written response.	Assessment conditions: High Resources: Specified
<p>[6 marks] AO2 Specified resources: class notes, access to ICT software. You should spend approximately 1 hour completing this task.</p>			
5	<p>a. Consider how the services that Alaw has accessed address equality, diversity and inclusion in their approach, when working with Alaw and her family. You should include reference to Codes of Practice and the regulatory bodies that support these services. (10 marks)</p> <p>b. Suggest how health and social care provision could continue to promote an inclusive and diverse approach to ensure that Alaw's individual needs are met, including consideration that her first language is Welsh. (6 marks)</p>	Typed / written response.	Assessment conditions High Resources: Specified
<p>[16 marks] AO3 (Task a: 10marks, Task b: 6 marks) Specified resources: class notes, access to ICT software. You should spend approximately 2 hours completing this task.</p>			

End of tasks

Case Study B

Faisal is 60 years old and lives alone in Cardiff, South Wales. He speaks both Somali and English. Three years ago, he was diagnosed with heart disease. Since retiring, Faisal has started to experience anxiety. A recent viral illness, possibly flu or COVID, left him feeling weak, tired, and short of breath. These symptoms have added to his sense of isolation, making him feel both physically unwell and emotionally low.

Faisal has health and social care needs. Physically, he needs to manage his heart disease, eat a balanced diet, sleep well, and remain active. However, the viral illness makes it harder for him to take care of his health goals. Faisal often feels anxious, sad, and frustrated. He misses socialising with his friends and going to his mosque. He feels lonely and isolated.

Faisal is supported by a team of health and care professionals. His General Practitioner (GP) checks his heart health and treats the viral illness. A nurse monitors his overall physical health, including his blood pressure. A dietitian helps him make healthy food choices and gives advice on food that supports heart health. A psychologist works with him to manage his anxiety. A social care worker assists with everyday tasks such as shopping, cleaning and daily tasks.

This group of professionals works together as part of a Multi-Disciplinary Team (MDT). They share important information to make sure that Faisal receives the right care and support. They follow guidelines from Care Inspectorate Wales and Social Care Wales.

Faisal took part in '*what matters to me conversations*' with his care team and shared his personal wellbeing outcomes:

- his main goal is to return to his local mosque
- to meet and socialise with friends outside of his house
- see positive changes to his levels of anxiety
- to have better control over his lifestyle choices.

Faisal is considered an adult at risk, as he lives alone and has ongoing health issues. His safety is carefully monitored. Faisal now works with an advocacy worker who supports him and represents him, if needed.

Faisal also takes part in health promotion services. He attended a stress management workshop and improved his diet. Vaccinations have helped protect him from more severe illness. His MDT and the services he engages with ensures that his care is inclusive, accessible and fair.

Tasks for Case Study B

Candidates must **not** access the case study until the start of the assessment.

Candidates may have access to ICT software.

Candidates may have access to 6 sides (3 pages) of A4 class notes.

Task	Evidence	Controls
1	Create a set of notes to record Faisal's chronological interactions and progress to date. You should: <ul style="list-style-type: none"> a. Explain Faisal's individual needs at the time of receiving his heart disease diagnosis with reference to Maslow's hierarchy of needs. (5 marks) b. Record the illness(es) and conditions that Faisal has experienced and how these have affected his health and wellbeing. (5 marks) 	Typed / written response. (Template is provided in the assessment pack but is not mandatory). Assessment conditions: High Resources: Specified
[10 marks] AO2 Specified resources: 'notes template', class notes, access to ICT software. You should spend approximately 2 hours completing this task.		
2	<ul style="list-style-type: none"> a. Explain, using examples, the roles and responsibilities of two key professionals from the case study. You must reference the skills and qualities needed for each role. (9 marks) (AO2) b. Evaluate ways the two chosen professionals worked together as part of a multi-disciplinary team (MDT) working to support Faisal to achieve his positive outcomes, including the importance of safeguarding. (9 marks) (AO3) 	Typed / written response. Assessment conditions: High Resources: Specified
[18 marks] [AO2: 9 marks] [AO3: 9 marks] Specified resources: Class notes, access to ICT software. You should spend approximately 3 hours completing this task.		

3	Create an infographic to show the purpose and aims of one health initiative that Faisal may have accessed.	Infographic.	Assessment conditions: High Resources: Specified
<p>[10 marks] AO2 Specified resources: class notes, access to ICT software, and access to the internet. You should spend approximately 2 hours completing this task.</p>			
4	Explain the purpose and challenges of Public Health Wales in supporting adults such as Faisal with their overall health and wellbeing.	Typed / written response.	Assessment conditions: High Resources: Specified
<p>[6 marks] AO2 Specified resources: class notes, access to ICT software. You should spend approximately 1 hour completing this task.</p>			
5	<p>a. Consider how the services that Faisal has accessed address equality, diversity and inclusion in their approach, when working with Faisal. You should include reference to Codes of Practice and the regulatory bodies that support these services. (10 marks)</p> <p>b. Suggest how health and social care service provision could continue to promote an inclusive and diverse approach to ensure that Faisal's individual needs are met. (6 marks)</p>	Typed / written response.	Assessment conditions: High Resources: Specified
<p>[16 marks] AO3 (Task a: 10marks, Task b: 6 marks) Specified resources: class notes, access to ICT software. You should spend approximately 2 hours completing this task.</p>			

End of tasks

Information for candidates

The following information has been taken from the [JCQ Information for candidates – non-examination assessments](#) and the [JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#). This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your final product reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on a task, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must** independently draw your own conclusions from the data.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from that unit for the assessment series in question
- you will be disqualified from the whole subject for that assessment series
- you will be disqualified from all subjects and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification, so it needs to be your own work.

Mark scheme

Guidance for assessors

Generic marking principles

Assessment grids for non-examination assessment

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Before marking, the teacher should first read and annotate a candidate's project to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied.

This is done as a two stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, the teacher should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. The teacher should look at the descriptor for that band and see if it matches the qualities shown in the candidate's work for that section. If the descriptor at the lowest band is satisfied, the teacher should move up to the next band and repeat this process for each band until the descriptor matches the work. If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Teachers should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, the teachers can then assign a mark. The teachers are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted. Where work is not credit worthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded. Internal standardisation is essential, that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teaching groups involved

Case Study A Mark Scheme

The following mark scheme will be used to assess your work.

0 marks will be awarded if there is no evidence or submitted work is not worthy of credit.

Task 1a

Create a set of notes to record Alaw's chronological interactions and progress to date. You should:

Explain Alaw's individual needs at the time of receiving her cancer diagnosis with reference to Maslow's hierarchy of needs.

Candidates are permitted to use the 'notes template' provided.

Indicative Content

Candidates should consider Maslow's hierarchy of needs and how this plays a role in outlining the needs of individuals.

Consideration given to the following:

- Physiological needs - for example:
 - Alaw may feel concerned about her physical health and survival, she may need urgent medical treatment, and access to nutritious food to support her.
- Safety needs - for example:
 - Alaw will naturally have insecurities about her health and future, she will need clear medical information and reliable care
 - she may have issues with financial security.
- Belongingness and love needs - for example:
 - Alaw will need a support network from her family and friends.
- Esteem needs and self-actualisation - for example:
 - consideration given to how the diagnosis may impact Alaw's self-image and confidence.

Reference to Alaw's physical, intellectual, language, emotional and social needs at the time of receiving her cancer diagnosis, and the impact of this on her overall health and wellbeing:

- physical – management of symptoms, access to diagnostic tests, maintaining strength and nutrition to help Alaw function
- intellectual – clear information about the diagnosis and treatment options, without this Alaw may feel overwhelmed
- language – may have to access the use of an advocate if she does not always understand the language used by professionals as she is first language Welsh. If language is a barrier, it may lead to misunderstandings and increased anxiety
- emotional – support in processing emotions like fear, shock, sadness or anger, without this Alaw could become anxious or depressed
- social – needs support from family, friends and work, she could feel isolated.

Band	AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.
3	<p style="text-align: center;">Award 4-5 marks</p> <p>A very good response which demonstrates a detailed explanation showing very good application of knowledge and understanding of Alaw's needs at the time of receiving her cancer diagnosis making detailed reference to Maslow's hierarchy of needs.</p>
2	<p style="text-align: center;">Award 2-3 marks</p> <p>A good response which demonstrates a clear explanation showing good application of knowledge and understanding of Alaw's needs at the time of receiving her cancer diagnosis, making clear reference to Maslow's hierarchy of needs.</p>
1	<p style="text-align: center;">Award 1 mark</p> <p>A basic response which demonstrates a basic explanation showing some application of knowledge and understanding of Alaw's needs at the time of receiving her cancer diagnosis, making some reference to Maslow's hierarchy of needs.</p>
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 1b

Create a set of notes to record Alaw's chronological interactions and progress to date. You should:

Record the illness(es) and conditions that Alaw has experienced and how these have affected her health and wellbeing.

Candidates are permitted to use the 'notes template' provided.

Indicative Content

A consideration of the illnesses and conditions that Alaw has experienced and how these have, or are, affecting Alaw's health and wellbeing:

Illnesses – respiratory infections

Conditions – cancer and depression.

The long-term impact of experiencing these conditions on Alaw.

Self-concept is the way Alaw sees herself and the way she feels others may see her.

Consideration of how the following could affect her self-concept:

- obesity or poor immunity due to poor diet, possible raised blood pressure, or asthma or respiratory conditions due to smoking
- both cancer and depression can have an impact on cognitive function
- learning to live with a new self-image after the mastectomy
- breakdown of friendships, struggle with social skills and reintegrating into friendship groups.

Band	AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.
3	Award 4-5 marks A very good response which demonstrates a comprehensive record of the illnesses and conditions that Alaw has experienced with detailed and clear understanding of how these have affected her health and wellbeing.
2	Award 2-3 marks A good response which demonstrates a generally comprehensive record of the illnesses and conditions that Alaw has experienced, with clear understanding of how these have affected her health and wellbeing.
1	Award 1 mark A basic response which demonstrates a partial record of the illnesses and conditions that Alaw has experienced, with some understanding of how these have affected her health and wellbeing.
0	Award 0 marks No response attempted or nothing worthy of credit.

Task 2a

Explain, using examples, the roles and responsibilities of **two** key professionals from the case study. You must reference the skills and qualities needed for each role.

Indicative Content

Any of the professionals who appear within the case study that supported Alaw with her health and wellbeing can be selected, for example:

- Consultant
- General Practitioner
- Dietician
- (Mental Health) Nurse.

Explanation of the roles and responsibilities: (not limited to):

- maintain up to date knowledge; guided by the public health Wales website
 - follow all policies and procedures correctly
 - have an awareness of Alaw's personal wellbeing outcomes
 - attend MDT meetings
 - ensure Alaw is communicating in her preferred language
 - consider Alaw's voice and choices when making decisions.
-
- Consultant – gives information and support to Alaw on a range of services, across different sectors, to support her through her treatment and recovery. They will have completed specialist training to perform surgery such as mastectomies so can talk through the operation and the aftercare required.
 - General Practitioner – to make professional referrals to services that will assist Alaw with her health and wellbeing, monitoring Alaw's overall health, prescribe Alaw any necessary medication, analyse any reports or test results from other health professionals, provide preventative care by signposting Alaw to support groups.
 - Dietician – provide Alaw with advice about nutrition and health that is tailored to her current needs, assess Alaw's needs and provide dietary guidance, diagnose and treat any dietary problems by drawing up a meal plan to support Alaw, offer specialist advice on nutrition to Alaw and the wider MDT team, signposting relevant support groups that could be helpful to Alaw, supervise any dietetic assistants that work with Alaw, collaborate with the other professionals working with Alaw.
 - (Mental Health) Nurse – build a positive relationship with Alaw, to assess and evaluate Alaw's mental health, providing treatment and care and contributing to a treatment plan for Alaw with other health professionals, conduct therapy sessions on a regular basis. Help Alaw to overcome any challenges she faces, maintain Alaw's personal records and keep them up to date, send regular updates to the MDT team, monitor Alaw's condition to ensure it does not deteriorate.

The skills and qualities needed for each job role and their importance when supporting Alaw:

- Consultant: excellent communication skills to manage a wide range of relationships with colleagues, Alaw and her family. Emotional resilience, a calm temperament and the ability to work well under pressure. Teamwork and the capacity to lead multidisciplinary teams. Problem-solving and diagnostic skills. Outstanding organisational ability and effective decision-making skills. First-class time and resource management. A high degree of manual dexterity. Superb hand-eye co-ordination, excellent vision, and visuospatial awareness. Physical stamina to cope with the demands of surgery.
- General Practitioner: effective communication skills, a keen interest in wanting to help people, the ability to work as part of a team, excellent time management skills, the ability to manage stress and stay calm under pressure, ability to handle demands of others, empathetic.
- Dietician: effective communication skills, to be sensitive and understanding, the ability to work alone as well as part of a team, an interest in the scientific aspects of food, willingness to keep up to date with current nutrition information and research, time management skills and ability to manage a caseload.

- (Mental health) nurse: effective communication skills, active listening skills, ability to stay calm when dealing with stress, ability to work as part of a team, compassion and empathy, good observation skills, to maintain a non-judgemental approach.

Band	AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare
3	<p style="text-align: center;">Award 7-9 marks</p> <p>A very good response which:</p> <ul style="list-style-type: none"> • demonstrates thorough application of knowledge and understanding of two different job roles of the professionals from the case study • makes detailed reference to the responsibilities, skills and qualities needed for each role • uses detailed subject specific terminology.
2	<p style="text-align: center;">Award 4-6 marks</p> <p>A good response which:</p> <ul style="list-style-type: none"> • demonstrates clear application of knowledge and understanding of two different job roles from the professionals of the professionals from the case study • makes clear reference to the responsibilities, skills and qualities needed for each role • uses subject specific terminology.
1	<p style="text-align: center;">Award 1-3 marks</p> <p>A basic response which:</p> <ul style="list-style-type: none"> • demonstrates some application of knowledge and understanding of at least one different job role of the professionals from the case study. • makes some reference to the responsibilities, skills and qualities needed for each / both role(s) • uses some subject specific terminology.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 2b

Evaluate ways the two chosen professionals worked together as part of a multi-disciplinary team working to support Alaw to achieve her positive outcomes, including the importance of safeguarding.

Indicative Content

Evidence of a clear understanding of what multi-disciplinary working is:

- MDT working is an example of practitioners working together to gain a full overview of Alaw's situation and to provide a co-ordinated approach to further support. Clear understanding with examples of how the two chosen professionals worked together and how this aims to improve Alaw's overall health and wellbeing
- A clear judgement of what could happen with Alaw's overall health if the professionals did not collaborate with each other.

How MDT working plays a role in enabling professionals to assist Alaw to achieve positive outcomes such as:

- the consultant will inform the MDT on Alaw's options and her decision to operate, they will detail the steps needed to support Alaw pre and post operation to the MDT
- (Mental Health) Nurse and Dietician will write regular reports to Alaw's G.P to keep them updated. Considerations given as to how the GP having this information will support Alaw in the long-term; having background health information can help when prescribing medications, recommending support groups and dealing with any future health issues that may arise
- a clear understanding of what is meant by a 'positive outcome' with reference to Alaw's personal wellbeing outcomes listed within the case study
- professionals working together to empower Alaw, this will boost her confidence to work towards her personal wellbeing outcomes
- encouraging Alaw to be an active participant within her care; this will ensure she has a voice, choice and control in all aspects of her care
- continuing to have regular 'what matters conversations' with Alaw to ensure her personal wellbeing outcomes haven't changed over time
- ensure that Alaw is offered advocacy services
- to be alert to indicators of abuse and neglect, and how to respond
- each practitioner and organisation to play their part and contribute to safeguarding and promoting the wellbeing of any adult at risk, knowing when and how to report any concerns about abuse and neglect
- to be aware of the impact and effects of abuse and neglect on adults at risk and work co-operatively with the adult at risk, carers and families and key workers
- be committed to fully co-operating with all other agencies in the interests of safeguarding adults at risk of abuse and neglect
- to ensure positive outcomes are met, multi-disciplinary working to better understand the individual and their circumstances and their needs
- every person in contact with or working with adults at risk understand their role and responsibilities to safeguard and promote the welfare of adults at risk.

Band	AO3 Investigate, analyse, and evaluate values, issues and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions
3	<p style="text-align: center;">Award 7-9 marks</p> <p>A very good response which:</p> <ul style="list-style-type: none"> • provides a detailed evaluation of how both professionals worked together as part of an MDT to support Alaw to achieve her positive outcomes • makes detailed reference to the importance of safeguarding • presents appropriate conclusions • uses a broad range of subject specific terminology with accuracy.
2	<p style="text-align: center;">Award 4-6 marks</p> <p>A good response which:</p> <ul style="list-style-type: none"> • provides a clear evaluation of how both professionals worked together as part of an MDT working to support Alaw to achieve her positive outcomes • makes clear reference to the importance of safeguarding • presents generally appropriate conclusions • uses subject specific terminology with accuracy.
1	<p style="text-align: center;">Award 1-3 marks</p> <p>A basic response which:</p> <ul style="list-style-type: none"> • provides some evaluation of how at least one of the professionals worked together as part of an MDT working to support Alaw to achieve her positive outcomes • makes some reference to the importance of safeguarding • presents some appropriate conclusions • uses basic subject specific terminology.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 3

Create an infographic to show the purpose and aims of one health initiative that Alaw may have accessed.

Indicative Content

Candidates need to choose a relevant health initiative that Alaw could have accessed at any point in the case study from one of the following:

- A healthier Wales
- Help Me Quit
- Mind Cymru Campaigns
- Prudent healthcare
- Eatwell guide
- Health Challenge Wales.

Responses should detail:

- clear identification of the purpose of the chosen health initiative
- reference to the main aims of the chosen health initiative.

Band	AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.
4	<p style="text-align: center;">Award 9-10 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • thorough application of knowledge and understanding of the purpose of the health initiative • highly successful communication of the aims to emphasise what the health initiative works to address • content is accurate and highly relevant.
3	<p style="text-align: center;">Award 6-8 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • generally secure application of knowledge and understanding of the purpose of the health initiative • communication of the aims to emphasise what the health initiative works to address • content is generally accurate and relevant.
2	<p style="text-align: center;">Award 3-5 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some application of knowledge and understanding of the purpose of the health initiative • basic communication of the aims of what the health initiative works to address • content is sometimes accurate and shows some relevance.
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited application of knowledge and understanding of the purpose of health initiative • limited communication of the aims that emphasise what the health initiative works to address • content has limited accuracy and relevance.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 4

Explain the purposes and challenges of Public Health Wales in supporting adults such as Alaw, with their overall health and wellbeing.

Indicative Content

Answers may refer to the following:

- The main purpose / aims of Public Health Wales and how this can assist with supporting the health of adults in Wales, with some reference to Alaw.

Main purpose of Public Health Wales:

- Main source of public health information, research and innovation in Wales
 - working together for a healthier Wales
 - help all people in Wales live longer, healthier lives
 - work with partners to aim to increase life expectancy, improve health and wellbeing and reduce inequalities
 - now and for future generations.

Availability of different screening made available to adults in Wales.

General overview of some of the screening available:

- (breast) screening
- cervical screening
- bowel screening
- diabetic eye screening.

Clear reference made to Alaw attending a breast screening appointment, identifying and treating the breast cancer, mastectomy.

How Public Health Wales supports the health and wellbeing of adults in Wales, with reference to Alaw.

As Alaw suffers with respiratory infections Alaw could have the flu and COVID vaccinations to avoid her condition worsening

The challenges Public Health Wales face when supporting adults in Wales:

- promoting good physical and mental health
- promoting healthy behaviours.

Band	AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.
3	<p style="text-align: center;">Award 5-6 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none">• a detailed application of knowledge and understanding of the purpose and challenges of Public Health Wales in supporting adults such as Alaw• full consideration to the availability of screening tests to adults in Wales• a detailed account of how Public Health Wales supports the health and wellbeing of adults in Wales, with clear references made to Alaw.

2	<p>Award 3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a clear application of knowledge and understanding of the purpose and challenges of Public Health Wales in supporting adults such as Alaw • consideration to the availability of screening tests to adults in Wales • a clear account of how Public Health Wales supports the health and wellbeing of adults in Wales, with some reference made to Alaw.
1	<p>Award 1-2 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some application of knowledge and understanding of the purpose and / or challenges of Public Health Wales in supporting adults such as Alaw • some consideration to the availability of screening tests to adults in Wales • some reference given to how Public Health Wales supports the health and wellbeing of adults in Wales, with little to no reference made to Alaw.
0	<p>Award 0 marks</p> <p>No response attempted or nothing worthy of credit.</p>

Task 5a

Consider how the services that Alaw has accessed address equality, diversity and inclusion in their approach when working with Alaw and her family. You should include reference to Codes of Practice and the regulatory bodies that support these services.

Indicative Content

Answers may refer to the following:

- an evaluation of the availability of services to Alaw and her family
- considerations given to waiting lists for statutory services
- looking at what is meant by an 'integrated service' and how this might help meet Alaw's needs:
 - an integrated service is a common way to refer to the integration of health services such as GP's hospitals and mental health services, typically provided by the NHS and / or local authority. The purpose of integrated care is to reduce gaps and inefficiencies in care and also be able to offer financial savings.
- Ways this can help Alaw's needs:
 - reduce confusion about what Alaw and her family need to do and where to go for help and support
 - reduce repetition
 - stop delays in service provision to Alaw and her family
 - avoid duplication of services and delivery
 - avoid Alaw potentially getting lost in the system.

How services promote The Equality Act 2010, reference given to the nine protected characteristics

Nine protected characteristics:

1. Age
 2. Disability
 3. Gender reassignment
 4. Marriage and civil partnership
 5. Pregnancy and maternity
 6. Race
 7. Religion or belief
 8. Sex (gender)
 9. Sexual orientation.
- Effective staff training - ensuring all staff training is fully up to date, mandatory training records up to date.
 - Clear policies and procedures in place for all staff to read and follow.
 - Visual posters displayed around services that address equality, diversity and inclusion.

The services Alaw has accessed will be supported by Codes of Practice to ensure:

- there are clear expectations for behaviour and performance
- workers will safeguard the rights and needs of individuals who use services
- consistency is promoted across the workforce
- clear guidelines for conduct are provided for workers.

The regulatory bodies supporting services Alaw has accessed may include:

- Healthcare Inspectorate Wales (HIW): Inspecting NHS services and regulating independent healthcare providers against a range of standards, policies, guidance and regulations to highlight areas requiring improvement. By using intelligence, HIW effectively ensure activities focus on settings where patients are most at risk of not receiving good care.

- Social Care Wales: with a focus on wellbeing, and a vision of wanting every person who needs support to live the life that matters to them, by building confidence in the workforce and leading and supporting improvements in social care. Working with a broad range of organisations; setting standards for the care and support workforce, developing the workforce so they have the knowledge and skills to protect, empower and support those who need help, working with others to improve services for areas agreed as a national priority, sharing good practice and setting priorities.

Band	AO3 Investigate, analyse, and evaluate values, issues, and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions
4	<p style="text-align: center;">Award 9-10 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • a well-reasoned, informed judgement of how the services that Alaw has accessed address equality, diversity and inclusion in their approach, when working with Alaw and her family • detailed references to Codes of Practice and the regulatory bodies that support these services • a broad range of accurate subject specific terminology.
3	<p style="text-align: center;">Award 6-8 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a reasonably informed judgement of how the services that Alaw has accessed address equality, diversity and inclusion in their approach, when working with Alaw and her family • clear references to Codes of Practice and the regulatory bodies that support these services • a range of subject specific terminology.
2	<p style="text-align: center;">Award 3-5 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • a basic judgment of how the services that Alaw has accessed address equality, diversity and inclusion in their approach, when working with Alaw and her family • some reference to Codes of Practice and / or the regulatory bodies that support these services • some subject specific terminology.
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • a limited judgment of how the services that Alaw has accessed address equality, diversity and inclusion in their approach, when working with Alaw and her family • little reference to Codes of Practice or regulatory bodies that support these services • little subject specific terminology.
0	<p>Award 0 marks</p> <p>No response attempted or nothing worthy of credit.</p>

Task 5b

Suggest how health and social care provision in Wales can continue to promote an inclusive and diverse approach to ensure that Alaw's individual needs are met, including consideration that her first language is Welsh.

Indicative Content

Answers may refer to the following:

- an understanding of inclusion and diversity in Wales such as:
 - treating everyone with courtesy, dignity and respect
 - removing barriers
 - considering any under-represented groups
 - enabling equality of provision for all

The active offer for all first language Welsh speakers such as Alaw should ensure that the following is included:

- providing any service in Welsh to Alaw without her having to ask for it
- taking the responsibility away from the Alaw to ask for a service through the medium of Welsh
- not making assumptions and taking a proactive approach to service provision
- leave Alaw feeling empowered and confident that her needs will be met.

Band	AO3 Investigate, analyse, and evaluate values, issues, and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions
3	Award 5-6 marks A very good response which: <ul style="list-style-type: none"> • provides detailed suggestions to how health and social care provision in Wales can continue to promote an inclusive and diverse approach for Alaw • demonstrates clear consideration to how service provision can fully address both, diversity and inclusion within its approach towards Alaw • uses a broad range of subject specific terminology with accuracy.
2	Award 3-4 marks A good response which: <ul style="list-style-type: none"> • provides suggestions to how health and social care provision in Wales can continue to promote an inclusive and diverse approach for Alaw • demonstrates consideration to how service provision can address both diversity and inclusion within its approach towards Alaw • uses subject specific terminology with accuracy.
1	Award 1-2 marks A basic response which: <ul style="list-style-type: none"> • provides at least one basic suggestion to how health and social care provision in Wales can continue to promote an inclusive and diverse approach for Alaw • demonstrates some consideration to how service provision can address diversity and / or inclusion within its approach towards Alaw • uses basic subject specific terminology.
0	Award 0 marks No response attempted or nothing worthy of credit.

Case Study B Mark Scheme

The following mark scheme will be used to assess your work.

0 marks will be awarded if there is no evidence or submitted work is not worthy of credit.

Task 1a

Create a set of notes to record Faisal's chronological interactions and progress to date. You should:

Explain Faisal's individual needs at the time of receiving his heart disease diagnosis with reference to Maslow's hierarchy of needs.

Candidates are permitted to use the 'notes template' provided.

Indicative Content

Candidates should consider Maslow's hierarchy of needs and how this plays a role in outlining the needs of individuals.

Consideration given to the following:

- Physiological needs – for example:
 - Faisal will need medical treatment, healthy food, rest, and lifestyle changes to manage his condition
- Safety needs – for example:
 - Faisal may have worries about his safety and future after his diagnosis
 - he may have issues with financial security
- Belongingness – for example:
 - Faisal will need emotional support from his friends, community and Mosque
 - Faisal may isolate himself from receiving support
- Esteem needs and self-actualisation – for example:
 - consideration given to how Faisal may feel after his deterioration in health and not being able to do the things he used to
 - suffering with anxiety could make Faisal worry about his future
 - being considered an adult at risk could affect his self-concept.

Reference to Faisal's physical, intellectual, language, emotional and social needs at the time of receiving his diagnosis of heart disease, and the impact of this on his overall health and wellbeing:

- physical – his basic needs need to be fully met with good diet, sleep, exercise. He may need support with this due to the viral illness making it difficult
- intellectual – clear accurate information about his diagnosis, treatment options and lifestyle changes, isolation from friends could impact his intellectual health
- Language – Faisal may have to access the use of an advocate if he does not always understand the language used by professionals
- emotional – increased feelings of worthlessness due to his worsening health and inability to do things, this may lead to feelings of sadness, anxiety and frustration. His self-esteem will be affected
- social – Faisal misses socialising with his friends and community, if this continues it could contribute to deterioration of his mental health.

Band	AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.
3	<p style="text-align: center;">Award 4-5 marks</p> <p>A very good response which demonstrates a detailed explanation showing very good application of knowledge and understanding of Faisal's needs at the time of receiving his heart disease diagnosis making detailed reference to Maslow's hierarchy of needs.</p>
2	<p style="text-align: center;">Award 2-3 marks</p> <p>A good response which demonstrates a clear explanation showing good application of knowledge and understanding of Faisal's needs at the time of receiving his heart disease diagnosis, making clear reference to Maslow's hierarchy of needs.</p>
1	<p style="text-align: center;">Award 1 mark</p> <p>A basic response which demonstrates a basic explanation showing some application of knowledge and understanding of Faisal's needs at the time of receiving his heart disease diagnosis, making some reference to Maslow's hierarchy of needs.</p>
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 1b

Create a set of notes to record Faisal's chronological interactions and progress to date. You should:

Record the illness(es) and conditions that Faisal has experienced and how these have affected his health and wellbeing.

Candidates are permitted to use the 'notes template' provided.

Indicative Content

A consideration of the illnesses and conditions that Faisal has experienced and how these have, or are, affecting Faisal's health and wellbeing:

- Illnesses – viral illness (possibly flu / COVID)
- Conditions – heart disease, anxiety

The long-term impact of experiencing these conditions on Faisal.

Self-concept is the way Faisal sees himself and the way he feels others may see him.

Consideration of how the following could affect Faisal's health and wellbeing:

- poor diet may lead to obesity or malnourishment; heart disease and viral illness will also limit activity levels which will impact his ability to stay fit and active
- anxiety can have an impact on cognitive function, lack of intellectual stimulation through isolation may also exacerbate anxiety, viral illness may make him too tired to want to engage in intellectual activities
- feeling unsure and scared, may also worry about what is going to happen next and if he will recover from his illness and conditions and what others in the community may think about him
- loss of friendship and social support in meeting people outside of his house or anyone not related to his ongoing health issues and treatment, not able to attend mosque leading to a perceived loss of status in the community.

Band	AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.
	Award 4-5 marks
3	A very good response which demonstrates a comprehensive record of the illnesses and conditions that Faisal has experienced with detailed understanding of how these have affected his health and wellbeing.
	Award 2-3 marks
2	A good response which demonstrates a generally comprehensive record of the illnesses and conditions that Faisal has experienced, with clear understanding of how these have affected his health and wellbeing.
	Award 1 mark
1	A basic response which demonstrates a partial record of the illnesses and conditions that Faisal has experienced, with some understanding of how these have affected his health and wellbeing.
	Award 0 marks
0	No response attempted or nothing worthy of credit.

Task 2a

Explain, using examples, the roles and responsibilities of **two** key professionals from the case study. You must reference the skills and qualities needed for each role.

Indicative Content

Any of the professionals who appear within the case study that supported Faisal with his health and wellbeing can be selected, for example:

- General Practitioner
- Dietician
- (Mental Health) Nurse
- Psychologist.

Explanation of the roles and responsibilities: (not limited to):

- maintain up to date knowledge; guided by Public Health Wales
- follow all policies and procedures correctly
- have an awareness of Faisal's personal wellbeing outcomes
- attend and contribute to MDT meetings
- consider Faisal's voice and choices when making decisions that affect Faisal.

General Practitioner (GP) – to make professional referrals to services that will assist Faisal with his health and wellbeing, monitoring Faisal's overall health, prescribe Faisal any necessary medication, analyse any reports or test results from other health professionals, provide preventative care by signposting Faisal to support groups.

Dietician – provide Faisal with advice about nutrition and health that is tailored to his current needs, assess Faisal's needs and provide dietary guidance, diagnose and treat any dietary problems by drawing up a meal plan to support Faisal, offer specialist advice on nutrition to Faisal and the wider MDT team, signposting relevant support groups that could be helpful to Faisal, supervise any dietetic assistants that work with Faisal, collaborate with the other professionals working with Faisal.

(Mental Health) Nurse – build a positive relationship with Faisal, to assess and evaluate Faisal's mental health, providing treatment and care and contributing to a treatment plan for Faisal with other health professionals. Help Faisal to overcome any challenges he may face, maintain Faisal's personal records and keep them up to date, send regular updates to the MDT, monitor Faisal's condition to ensure it does not deteriorate.

Psychologist – will help Faisal to tackle his behavioural issues and anxiety. Working as part of a MDT, the psychologist will provide clinical support to Faisal working out a diagnosis, treatment – risk assessment and create a care plan. The psychologist will also carry out treatment and intervention programmes for Faisal.

The skills and qualities needed for each job role and their importance when supporting Faisal:

- General Practitioner: effective communication skills, a keen interest in wanting to help people, the ability to work as part of a team, excellent time management skills, the ability to manage stress and stay calm under pressure, ability to handle demands of others, empathetic.
- Dietician: effective communication skills, to be sensitive and understanding, the ability to work alone as well as part of a team, an interest in the scientific aspects of food, willingness to keep up to date with current nutrition information and research, time management skills and ability to manage a caseload.
- (Mental health) nurse: effective communication skills, active listening skills, ability to stay calm when dealing with stress, ability to work as part of a team, compassion and empathy, good observation skills, to maintain a non-judgemental approach

- Psychologist: deep interest in how individuals think and behave, and the ability to relate to a wide range of individuals – with a sympathetic and patient attitude. Excellent communication skills are also very important and the ability to address issues without prejudice.

Band	AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare
3	<p style="text-align: center;">Award 7-9 marks</p> <p>A very good response which:</p> <ul style="list-style-type: none"> • demonstrates thorough application of knowledge and understanding of two different job roles of the professionals from the case study • makes detailed reference to the responsibilities, skills and qualities needed for each role • uses detailed subject specific terminology.
2	<p style="text-align: center;">Award 4-6 marks</p> <p>A good response which:</p> <ul style="list-style-type: none"> • demonstrates clear application of knowledge and understanding of two different job roles from the professionals of the professionals from the case study • makes clear reference to the responsibilities, skills and qualities needed for each role • uses subject specific terminology.
1	<p style="text-align: center;">Award 1-3 marks</p> <p>A basic response which:</p> <ul style="list-style-type: none"> • demonstrates some application of knowledge and understanding of at least one different job role of the professionals from the case study. • makes some reference to the responsibilities, skills and qualities needed for each / both role(s) • uses some subject specific terminology.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 2b

Evaluate ways the two chosen professionals worked together as part of a multi-disciplinary team working to support Faisal to achieve his positive outcomes, including the importance of safeguarding.

Indicative Content

Evidence of a clear understanding of what multi-disciplinary working is:

- MDT working is an example of practitioners working together to gain a full overview of Faisal's situation and to provide a co-ordinated approach to further support. Clear understanding with examples of how the two chosen professionals worked together and how this aims to improve Faisal's overall health and wellbeing
- A clear judgement of what could happen with Faisal's overall health if the professionals did not collaborate with each other.

How MDT working plays a role in enabling professionals to assist Faisal to achieve positive outcomes such as:

- (Mental Health), Nurse, Psychologist, and Dietician will write regular reports to Faisal's GP to keep them updated on his progress. Considerations given as to how the GP having this information will support Faisal in the long-term; having background health information can help when prescribing medications, recommending support groups, making appropriate referrals and dealing with any future health issues that may arise
- a clear understanding of what is meant by a 'positive outcome' with reference to Faisal's personal wellbeing outcomes as listed in the case study
- professionals working together to empower Faisal, this will boost his confidence to work towards his personal wellbeing outcomes
- encouraging Faisal to be an active participant within his care; this will ensure he has a voice, choice and control in all aspects of his current and future care
- continuing to have regular 'what matters conversations' with Faisal to ensure his personal wellbeing outcomes haven't changed over time, and work to meet any new outcomes
- ensure that Faisal is offered appropriate advocacy services to meet his individual needs to be alert to indicators of abuse and neglect, and how to respond:
- each practitioner and organisation to play their part and contribute to safeguarding and promoting the well-being of any adult at risk, knowing when and how to report any concerns about abuse and neglect
- to be aware of the impact and effects of abuse and neglect on adults at risk and work co-operatively with the adult at risk, carers and families and key workers
- be committed to fully co-operating with all other agencies in the interests of safeguarding adults at risk of abuse and neglect
- to ensure positive outcomes are met, multi-disciplinary working to better understand the individual and their circumstances and their needs
- every person in contact with or working with adults at risk understand their role and responsibilities to safeguard and promote the welfare of adults at risk.

Band	AO3 Investigate, analyse, and evaluate values, issues and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions
3	<p style="text-align: center;">Award 7-9 marks</p> <p>A very good response which:</p> <ul style="list-style-type: none"> • provides a detailed evaluation of how both professionals worked together as part of an MDT to support Faisal to achieve his positive outcomes • makes detailed reference to the importance of safeguarding • presents appropriate conclusions • uses a broad range of subject specific terminology with accuracy.
2	<p style="text-align: center;">Award 4-6 marks</p> <p>A good response which:</p> <ul style="list-style-type: none"> • provides a clear evaluation of how both professionals worked together as part of an MDT working to support Faisal to achieve his positive outcomes • makes clear reference to the importance of safeguarding • presents generally appropriate conclusions • uses subject specific terminology with accuracy.
1	<p style="text-align: center;">Award 1-3 marks</p> <p>A basic response which:</p> <ul style="list-style-type: none"> • provides some evaluation of how at least one of the professionals worked together as part of an MDT working to support Faisal to achieve his positive outcomes • makes some reference to the importance of safeguarding • presents some appropriate conclusions • uses basic subject specific terminology.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 3

Create an infographic to show the purpose and aims of one health initiative that Faisal may have accessed.

Indicative Content

Answers may refer to the following:

Candidates need to choose a relevant health initiative that Faisal could have accessed at any point in the case study from one of the following:

- A healthier Wales
- Beat flu
- Eatwell guide
- Health challenge Wales
- Mind Cymru campaigns
- Prudent healthcare.

Responses should detail:

- clear identification of the purpose of the chosen health initiative
- reference to the main aims of the chosen health initiative.

Band	AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.
4	<p style="text-align: center;">Award 9-10 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • thorough application of knowledge and understanding of the purpose of the health initiative • highly successful communication of the aims to emphasise what the health initiative works to address • content is accurate and highly relevant.
3	<p style="text-align: center;">Award 6-8 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • generally secure application of knowledge and understanding of the purpose of the health initiative • communication of the aims to emphasise what the health initiative works to address • content is generally accurate and relevant.
2	<p style="text-align: center;">Award 3-5 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some application of knowledge and understanding of the purpose of the health initiative • some communication of the aims of what the health initiative works to address • content is sometimes accurate and shows some relevance.
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • limited application of knowledge and understanding of the purpose of health initiative • limited communication of the aims that emphasise what the health initiative works to address • content has limited accuracy and relevance.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 4

Explain the purposes and challenges of Public Health Wales in supporting adults such as Faisal, with their overall health and wellbeing.

Indicative Content

Answers may refer to the following:

- The main purpose / aims of Public Health Wales and how this can assist with supporting the health of adults in Wales, with some reference to adults such as Faisal.

Main purpose of Public Health Wales:

- Main source of public health information, research and innovation in Wales:
 - working together for a healthier Wales
 - help all people in Wales live longer, healthier lives
 - work with partners to aim to increase life expectancy, improve health and wellbeing and reduce inequalities
 - now and for future generations.

Availability of different screening made available to adults in Wales.

General overview of some of the screening available:

- (breast) screening
- (cervical) screening
- bowel screening
- diabetic eye screening.

Clear reference made to adults such as Faisal attending screening appointments which will support them in maintaining their overall health and wellbeing.

Availability of vaccinations to adults in Wales, including:

- COVID
- flu.

Clear reference made to adults such as Faisal taking up the vaccinations and how this supports them with their overall health and wellbeing.

- As Faisal experiences viral illnesses Faisal could have the flu and COVID vaccinations to avoid his conditions worsening.

The challenges Public Health Wales face when supporting adults in Wales:

- promoting good physical and mental health
- promoting healthy behaviours
- promoting the importance of engaging with screening and vaccination programmes.

Band	AO2 Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare.
3	<p style="text-align: center;">Award 5-6 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • a detailed application of knowledge and understanding of the purpose and challenges of Public Health Wales in supporting adults such as Faisal • full consideration to the availability of screening tests to adults in Wales • a detailed account of how Public Health Wales supports the health and wellbeing of adults in Wales, with clear references made to adults such as Faisal.

2	<p>Award 3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a clear application of knowledge and understanding of the purpose and challenges of Public Health Wales in supporting adults such as Faisal • consideration to the availability of screening tests to adults in Wales • a clear account of how Public Health Wales supports the health and wellbeing of adults in Wales, with some reference made to adults such as Faisal.
1	<p>Award 1-2 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some application of knowledge and understanding of the purpose and / or challenges of Public Health Wales in supporting adults such as Faisal • some consideration to the availability of screening tests to adults in Wales • some reference given to how Public Health Wales supports the health and wellbeing of adults in Wales, with little to no reference made to adults such as Faisal.
0	<p>Award 0 marks</p> <p>No response attempted or nothing worthy of credit.</p>

Task 5a

Consider how the services that Faisal has accessed address equality, diversity and inclusion in their approach when working with Faisal. You should include reference to Codes of Practice and the regulatory bodies that support these services.

Indicative Content

Answers may refer to the following:

- an evaluation of the availability of services to Faisal
- considerations given to waiting lists for statutory services
- looking at what is meant by an 'integrated service' and how this might help meet Faisal's needs:
 - an integrated service is a common way to refer to the integration of health services such as GPs hospitals and mental health services, typically provided by the NHS and / or local authority. The purpose of integrated care is to reduce gaps and inefficiencies in care and be able to offer financial savings.
- Ways this can help Faisal's needs:
 - reduce confusion about what Faisal needs to do and where to go for help and support
 - reduce repetition
 - stop delays in service provision to Faisal
 - avoid duplication of services and delivery
 - avoid Faisal potentially getting lost in the system.
- How services promote The Equality Act 2010, reference given to the nine protected characteristics
Nine protected characteristics:
 10. Age
 11. Disability
 12. Gender reassignment
 13. Marriage and civil partnership
 14. Pregnancy and maternity
 15. Race
 16. Religion or belief
 17. Sex (gender)
 18. Sexual orientation
- Effective staff training - ensuring all staff training is fully up to date, mandatory training records up to date.
- Clear policies and procedures in place for all staff to read and follow.
- Visual posters displayed around services that address equality, diversity and inclusion.

The services Faisal has accessed will be supported by Codes of Practice to ensure:

- these are clear expectations for behaviour and performance
- workers will safeguard the rights and needs of individuals who use services
- consistency is promoted across the workforce
- clear guidelines for conduct are provided for workers.

The regulatory bodies supporting services Faisal has accessed may include:

- Healthcare Inspectorate Wales (HIW): Inspecting NHS services and regulating independent healthcare providers against a range of standards, policies, guidance and regulations to highlight areas requiring improvement. By using intelligence, HIW effectively ensure activities focus on settings where patients are most at risk of not receiving good care.
- Social Care Wales: with a focus on wellbeing, and a vision of wanting every person who needs support to live the life that matters to them, by building confidence in the workforce and leading and supporting improvements in social care. Working with a broad range of organisations; setting standards for the care and support workforce, developing the workforce so they have the knowledge

and skills to protect, empower and support those who need help, working with others to improve services for areas agreed as a national priority, sharing good practice and setting priorities.

Band	AO3 Investigate, analyse, and evaluate values, issues, and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions
4	<p style="text-align: center;">Award 9-10 marks</p> <p>An excellent response which demonstrates:</p> <ul style="list-style-type: none"> • a well-reasoned, informed judgement of how the services that Faisal has accessed address equality, diversity and inclusion in their approach, when working with Faisal • detailed references to Codes of Practice and the regulatory bodies that support these services • a broad range of accurate subject specific terminology.
3	<p style="text-align: center;">Award 6-8 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a reasonably informed judgement of how the services that Faisal has accessed address equality, diversity and inclusion in their approach, when working with Faisal • clear references to Codes of Practice and the regulatory bodies that support these services • a range of subject specific terminology.
2	<p style="text-align: center;">Award 3-5 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • a basic judgment of how the services that Faisal has accessed address equality, diversity and inclusion in their approach, when working with Faisal • some reference to Codes of Practice and / or the regulatory bodies that support these services • some subject specific terminology.
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A limited response which demonstrates:</p> <ul style="list-style-type: none"> • a limited judgment of how the services that Faisal has accessed address equality, diversity and inclusion in their approach, when working with Faisal • little reference to Codes of Practice or regulatory bodies that support these services • little subject specific terminology.
0	<p>Award 0 marks</p> <p>No response attempted or nothing worthy of credit.</p>

Task 5b

Suggest how health and social care service provision in Wales can continue to promote an inclusive and diverse approach to ensure that Faisal's individual needs are met.

Indicative Content

Answers may refer to the following:

- an understanding of inclusion and diversity in Wales such as:
 - treating everyone with courtesy, dignity and respect
 - removing barriers
 - considering any under-represented groups
 - enabling equality of provision for all.

Inclusive approach:

- a human right
- Faisal should be included and welcomed to all services available to him
- Faisal should be treated equally throughout his care
- Faisal should not be discriminated against in any way.

Diverse approach:

- Faisal should feel accepted and respected when accessing services available to him
- Faisal should be seen as a unique individual with individual needs that should be met without judgement
- all health and social care workers should demonstrate that each individual is valued.

Band	AO3 Investigate, analyse, and evaluate values, issues, and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions
3	<p>Award 5-6 marks</p> <p>A very good response which:</p> <ul style="list-style-type: none"> • provides detailed suggestions to how health and social care provision in Wales can continue to promote an inclusive and diverse approach for Faisal • demonstrates clear consideration to how service provision can fully address both, diversity and inclusion within its approach towards Faisal • uses a broad range of subject specific terminology with accuracy.
2	<p>Award 3-4 marks</p> <p>A good response which:</p> <ul style="list-style-type: none"> • provides suggestions to how health and social care provision in Wales can continue to promote an inclusive and diverse approach for Faisal • demonstrates consideration to how service provision can address both diversity and inclusion within its approach towards Faisal • uses subject specific terminology with accuracy.

1	<p>Award 1-2 marks</p> <p>A basic response which:</p> <ul style="list-style-type: none"> • provides at least one basic suggestion to how health and social care provision in Wales can continue to promote an inclusive and diverse approach for Faisal • demonstrates some consideration to how service provision can address diversity and / or inclusion within its approach towards Faisal • uses basic subject specific terminology.
0	<p>Award 0 marks</p> <p>No response attempted or nothing worthy of credit.</p>

Mapping of tasks to unit content and assessment objectives

For use with SAM only – will be removed from live Candidate Packs

Tasks	Unit Content (sub-topic)									Mark allocation		
	2.1			2.2			2.3			Total Marks	AO2 Marks	AO3 Marks
	2.1.1	2.1.2	2.1.3	2.2.1	2.2.2	2.2.3	2.3.1	2.3.2	2.3.3			
Task 1(a)	X									5	5	
Task 1(b)		X	X							5	5	
Task 2(a)				X						9	9	
Task 2(b)					X	X				9		9
Task 3							X			10	10	
Task 4								X		6	6	
Task 5(a)									X	6		6
Task 5(b)									X	10		10
Total										60	35	25

Candidate Declaration Form

Centre No:										Centre Name:	
Candidate No:										Candidate Name:	
Unit Title:											

Part A: Candidate Declaration

References: Give details of the exact source used in the assignment. Please note, if you have used the 'reference table template' found in Appendix 2 of the document named 'Conducting Non-examination Assessments in National 14-16 Qualifications – Guide for Candidates', you can simply say 'see reference table'.

Authentication Declaration

I declare that my work was completed independently and without any assistance beyond that which was permitted. All work is my own, except for any non-original material clearly credited above. This work has not been submitted for any other qualification. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Candidate Signature:	Date:
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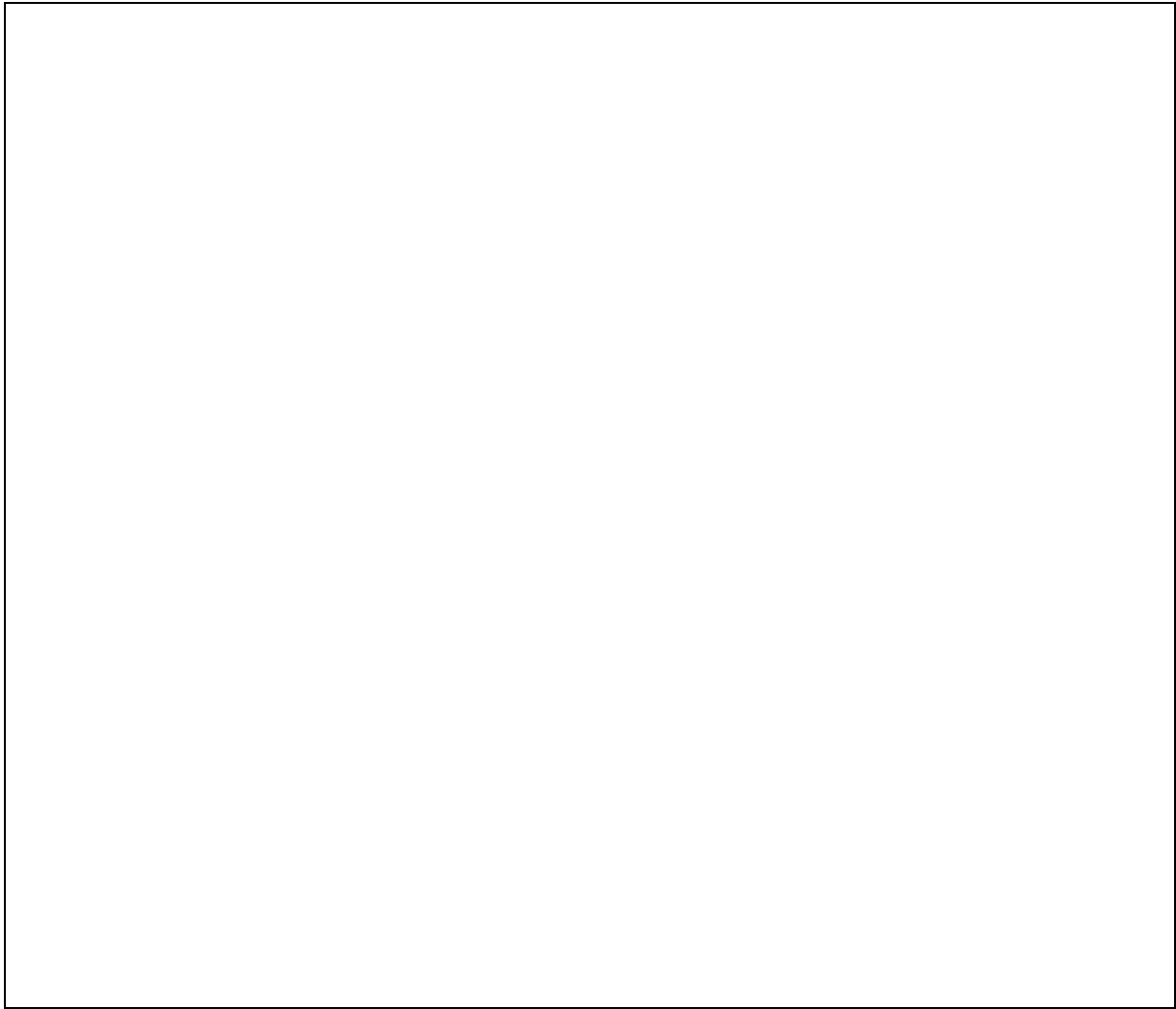
Notes

Service user:	
Case worker:	
Date:	
Individual needs:	

[Empty box for notes]

Any current illnesses and conditions that are affecting the health and wellbeing of the service user:

[Empty box for notes]



End of Candidate Assessment Pack