



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2024**

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**Health and Social Care**

**Assessment Unit A2 3**

*assessing*

**Providing Services**

**[AHC31]**

**TUESDAY 28 MAY, AFTERNOON**

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**MARK  
SCHEME**

## General Marking Instructions

### *Introduction*

The main purpose of a mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### *Assessment objectives*

Below are the assessment objectives for **GCE Health and Social Care**.

Candidates should be able to:

- AO1** Demonstrate knowledge and understanding of the specified content.
- AO2** Apply knowledge, understanding and skills to a variety of health, social care and early years contexts.
- AO3** Investigate, analyse, and evaluate acquired knowledge and understanding, present arguments, make reasoned judgements and draw conclusions.

### *Quality of candidates' responses*

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

### *Flexibility in marking*

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### *Positive marking*

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### *Awarding zero marks*

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### *Types of mark schemes*

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### *Levels of response*

In deciding which level of response to award, examiners should look for the ‘best fit’ bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### *Quality of written communication*

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is adequate.

Level 3: Quality of written communication is competent.

Level 4: Quality of written communication is highly competent.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Basic):** The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 (Adequate):** The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

**Level 3 (Competent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

**Level 4 (Highly competent):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

- 1 (a) Describe **two** reasons for the increasing number of people with mental illnesses in Northern Ireland. (AO1, AO2)

**Examples of suitable points to be described:**

- improvements in the diagnosis, recognition and awareness of mental illnesses including anxiety disorders and stress-related disorders
- the economic situation and the impact of this on employment, housing, income etc. leading to depression and other mental illnesses
- increase in drug and alcohol misuse leading to mental health problems such as addiction and mood disorders
- less stigma around mental illness due to public health campaigns and increased education in schools and so more people are coming forward for help and being diagnosed
- increased life expectancy – many older people suffer from mental illness, e.g. dementia and so increase in life expectancy means more people experiencing age related mental illness
- influence of social media which may lead to cyber bullying or negative self-image possibly resulting in eating disorders or other mental illnesses
- lack of sufficient funding of mental health services in NI – leading to undiagnosed and untreated mental illness
- change in make up of society in NI – legacy of troubles, increased number of immigrants with mental health issues and trauma settling in NI and also may lead to an increase in racial abuse causing mental illness
- Ongoing impact of COVID-19 having a negative impact on mental health.

All other valid responses will be given credit.

[1] basic description [2] adequate description [3] competent description  
(2 × [3]) [6]

- (b) (i) Describe the circumstances that might lead to the detention of an individual under The Mental Health (Northern Ireland) Order 1986 (amended 2004) (AO1, AO2)

**Examples of suitable points to be included in description:**

- an individual is diagnosed with a mental disorder and requires urgent treatment but does not agree to be admitted to hospital voluntarily
- an individual is considered to need assessment for a mental disorder and possibly medical treatment but does not agree to be admitted voluntarily
- an individual's own health or safety is at risk – for example if it is believed they may self-harm
- an individual can be detained for the protection of other people – for example if there is evidence to suggest that they may cause injury to other people

All other valid responses will be given credit.

[1] basic description [2] adequate description [3] competent description  
(1 × [3]) [3]

- (ii) Discuss how the Mental Health (Northern Ireland) Order 1986 (amended 2004) protects people with mental illnesses. (AO1, AO2, AO3)

**Examples of suitable points to be included in discussion:**

- the Order makes provision to appoint a financial officer to manage service user's finances while detained to prevent exploitation
- the Order clearly defines mental disorder – it excludes immoral conduct, personality disorder, promiscuity, sexual deviancy, dependence on alcohol or drugs and this means only those who meet the definition under the law can be treated
- the Order identifies that named professionals/relatives can be involved in the detention process and this helps to protect the rights and interests of people with mental illnesses
- the Order encourages voluntary admission for assessment and treatment – admission and treatment without compulsion is a key principle
- the Order details the rights of people who have a mental disorder and the procedure that must be followed in order to provide them with appropriate care, so safeguarding the service user
- the Order sets out clear grounds for compulsory admission to hospital thus ensuring only those who meet specific criteria can be detained
- the Order established mental health review tribunals to ensure those who challenge their detention can have their argument heard
- the Order places a responsibility on area boards for securing the treatment and care needed by people with mental illnesses – this means service users are more likely to have their needs met
- the Order sets out an assessment period which service users do not have to declare, e.g. for insurance or to emigrate – this lessens likelihood of discrimination
- the Order introduced Approved Social Workers to support the rights of service users with mental illnesses and their relatives
- the Order puts time limits on the stages of detention which means that people should not be detained for lengthy periods without good reason
- the Order makes provision for 'guardian ad litem' detailing the process and time frames for those subject to guardianship after detainment which should mean better protection and support for those who are very vulnerable
- the Order sets out conditions for appeal, so it is clear what can happen when an individual is detained
- the Order makes clear that individuals have a right to a tribunal and this means undue detention is less likely to happen

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

**Level 1 ([1]–[3])**

Overall impression: basic

- basic knowledge and understanding of how The Mental Health (Northern Ireland) Order 1986 (amended 2004) protects people with mental illnesses
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question

- demonstrates a limited ability to discuss how The Mental Health (Northern Ireland) Order 1986 (amended 2004) protects people with mental illnesses.

### Level 2 ([4]–[6])

Overall impression: adequate

- adequate knowledge and understanding of how The Mental Health (Northern Ireland) Order 1986 (amended 2004) protects people with mental illnesses
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss how The Mental Health (Northern Ireland) Order 1986 (amended 2004) protects people with mental illnesses.

### Level 3 ([7]–[9])

Overall impression: competent

- competent knowledge and understanding of how The Mental Health (Northern Ireland) Order 1986 (amended 2004) protects people with mental illnesses
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how The Mental Health (Northern Ireland) Order 1986 (amended 2004) protects people with mental illnesses. [9]

- (c) Discuss how a mental health social worker might support service users with mental illnesses. (AO1, AO2, AO3)

#### Examples of suitable points to be included in the discussion:

- liaising with family members to provide advice and guidance to support the needs of the service user
- liaising with other members of the multi-disciplinary team to help ensure all the needs of service users with mental illnesses are addressed, e.g. GP, psychiatrist, psychologist
- organising and participating in case conferences/team meetings which help to plan and manage care provision
- may be involved in supporting service users to seek employment
- visiting service users with mental illnesses in their own homes to ascertain how they are coping and provide signposting to other services for support
- providing counselling and other therapies such as CBT for service users
- may advocate on behalf of service users to other agencies such as voluntary providers
- may refer service users with mental illnesses to other services such as voluntary services or OT services within the statutory sector
- may be involved in the detention process to help ensure the safety of a service user with mental illness
- may be involved in court hearings and give evidence or information about a service user's mental health
- may be involved in organising appropriate accommodation for service users with mental illnesses to enable them to live independently in a safe environment

- may be involved in supporting applications for benefits or grants to enable service users to access goods and services
- can provide acute/emergency care and out-of-hours cover to meet the needs of those who are acutely unwell
- may run support groups or manage a day centre for service users to support them in dealing with the challenges they face as a result of their mental illness
- may be involved in seeking guardianship to protect and promote the rights of service users with mental illnesses

**Accept discussion of separate aspects of care planning – assessing, including risk assessments, planning, implementing, monitoring, reviewing, evaluating**

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

### **Level 1 ([1]–[4])**

Overall impression: basic

- basic knowledge and understanding of how a mental health social worker might support service users with mental illnesses
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss how a mental health social worker might support service users with mental illnesses
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 ([5]–[8])**

Overall impression: adequate

- adequate knowledge and understanding of how a mental health social worker might support service users with mental illnesses
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss how a mental health social worker might support service users with mental illnesses
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

### **Level 3 ([9]–[12])**

Overall impression: competent

- competent knowledge and understanding of how a mental health social worker might support service users with mental illnesses
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how a mental health social worker might support service users with mental illnesses

- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear. [12]

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- 2 (a) Describe **three** ways people with mental illnesses might gain access to health and social care services. (AO1, AO2)

**Examples of suitable points to be described: ,**

- self-referral, e.g. people with mental illnesses referring themselves to GP or voluntary agency for support if they are well enough to do this
  - professional referral, e.g. GP referring a service user with a mental illness to a psychiatrist or a counsellor for treatment such as CBT
  - third-party referral, e.g. a relative or a friend making an appointment with a GP if they are concerned about their mental health
  - emergency referral, e.g. ambulance or police taking an individual, who is experiencing a mental health crisis such as self-harming, to hospital
  - recall, e.g. a psychiatrist organising a follow-up appointment with a patient to monitor progress and medication
  - compulsory referral, e.g. detention under Mental Health Order
- [1] basic description [2] adequate description [3] competent description  
(3 × [3]) [9]

- (b) Describe **three** statutory functions of the Patient and Client Council (PCC). (AO1, AO2)

**Examples of suitable functions to be described:**

- to represent the interests of the public by engaging with them to obtain their views on services and engaging with health and social care organisations to ensure that the needs and expectations of the public are addressed in the planning, commissioning and delivery of health and social care services
- to promote the involvement of patients, clients, carers and the public in the design, planning, commissioning and delivery of health and social care through engagement platforms
- to provide assistance to individuals making or intending to make a complaint relating to health and social care by providing advice and information over the phone or emails. The focus is seeking early resolution before becoming a formal complaint
- to promote the provision of advice and information to the public about the design, commissioning and delivery of health and social care services through the membership scheme (weekly newsletters) and social media
- to undertake research and conduct investigations into the best methods and practices for consulting the public about, and involving them in, matters relating to health and social care; and provide advice regarding those methods and practices (PCC website, 2022)

[1] basic description [2] adequate description [3] competent description

(3 × [3])

[9]

- (c) Discuss how the confidentiality policy in a care setting protects service users with mental illnesses. (AO1, AO2, AO3)

**Examples of suitable points to be included in discussion:**

- gives service users with mental illnesses confidence that their privacy will be respected
- informs staff of the requirement to maintain confidentiality and the legal obligation for them to do so
- makes clear when information can be passed on to other parties, thus helping to ensure that information is not shared unnecessarily
- sets out procedures for staff to follow, e.g. in storing records, in discussing information about service users with mental illnesses with others so staff know exactly what they must do
- sets out disciplinary procedures if confidentiality is breached thus helping to deter staff from sharing information about service users unnecessarily
- promotes a sense of trust between staff and service users with mental illnesses – better relationships, encouraging disclosure of information to reduce risk to service user and to allow for further protection

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

**Level 1 ([1]–[3])**

Overall impression: basic

- basic knowledge and understanding of how the confidentiality policy in a care setting protects service users with mental illnesses
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss how the confidentiality policy in a care setting protects service users with mental illnesses.

**Level 2 ([4]–[6])**

Overall impression: adequate

- adequate knowledge and understanding of how the confidentiality policy in a care setting protects service users with mental illnesses
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss how the confidentiality policy in a care setting protects service users with mental illnesses.

**Level 3 ([7]–[9])**

Overall impression: competent

- competent knowledge and understanding of how the confidentiality policy in a care setting protects service users with mental illnesses
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss how the confidentiality policy in a care setting protects service users with mental illnesses. [9]

- (d) Discuss the role of the Regulation and Quality Improvement Authority (RQIA) in ensuring appropriate care provision for service users with mental illnesses. (AO1, AO2, AO3)

**Examples of suitable points to be included in the discussion:**

- the RQIA is responsible for ensuring minimum care standards in care settings in Northern Ireland so that service providers know what quality of service is expected
- the RQIA plays an important role in assuring the quality of services provided by Health and Social Care (HSC) Boards and Trusts, to ensure that every aspect of care reaches the standards laid down by the Department of Health and report their findings
- the RQIA is an independent body responsible for monitoring and inspecting (announced or unannounced) the availability and quality of health and social care services in Northern Ireland, and encouraging improvements in the quality of those services
- the role of the RQIA is to ensure that health and social care services in Northern Ireland are accessible and well managed so that minimum standards are met
- the RQIA will publish inspection reports which can highlight good practice thus improving staff morale and reputation of the service
- the RQIA registers all health and social care services and these need to meet the minimum standards to remain on the register or they can face closure or be put under review
- the RQIA has a specific responsibility to assess the health and social care services provided to people with mental illnesses. Their responsibilities include promoting good practice; preventing ill treatment; remedying any deficiency in care or treatment; terminating improper detention in a hospital or guardianship; and preventing or redressing loss or damage to a patient's property. They talk directly to service users and staff and ask them about their experiences
- the RQIA may distribute questionnaires, visit and interview patients in private to ascertain how they have been treated and to ensure their rights have been respected
- the RQIA can advise the relevant authorities of steps to be taken to secure the welfare of a service user; or any matter concerning the welfare of a service user
- the RQIA can inspect a patient's records and their movements within mental health services
- the RQIA inspects and monitors staff records including mandatory training, supervision and registration with professional bodies (RQIA website, 2022)

All other valid responses will be given credit.

[0] will be awarded for a response not worthy of credit

**Level 1 ([1]–[5])**

Overall impression: basic

- basic knowledge and understanding of the role of the Regulation and Quality Improvement Authority (RQIA) in ensuring appropriate care provision for service users with mental illnesses
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question

- demonstrates a limited ability to discuss the role of the Regulation and Quality Improvement Authority (RQIA) in ensuring appropriate care provision for service users with mental illnesses
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### Level 2 ([6]–[10])

Overall impression: adequate

- adequate knowledge and understanding of the role of the Regulation and Quality Improvement Authority (RQIA) in ensuring appropriate care provision for service users with mental illnesses
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss the role of the Regulation and Quality Improvement Authority (RQIA) in ensuring appropriate care provision for service users with mental illnesses
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

### Level 3 ([11]–[15])

Overall impression: competent

- competent knowledge and understanding of the role of the Regulation and Quality Improvement Authority (RQIA) in ensuring appropriate care provision for service users with mental illnesses
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to discuss the role of the Regulation and Quality Improvement Authority (RQIA) in ensuring appropriate care provision for service users with mental illnesses
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear. [15]

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3 (a) Explain **three** ways voluntary providers might be funded. (AO1, AO2)

**Examples of suitable points to be explained:**

- fundraising events such as coffee mornings or sponsored runs
- government contracts, e.g. contracts for counselling support
- sponsorship by local or national business community, e.g. Lidl, M&S etc.
- donations from the public
- lottery funding – describe the process involved
- street collections – describe how these are organised
- bequests – money left by individuals as a result of services or support provided to themselves, friends or family
- proceeds from sales in charity shops – describe how this works
- grants – businesses or government

All other valid responses will be given credit.

[1] basic explanation [2] competent explanation

(3 × [2])

[6]

(b) Describe **three** ways voluntary providers might support service users with mental illnesses living in their own homes. (AO1, AO2)

**Examples of suitable points to be described:**

- they may provide support with applications for employment and interview support by providing further education or training opportunities
- they may provide practical help, e.g. help with shopping and cooking
- they may provide counselling and therapy services
- they may provide financial advice to service users with mental illnesses for example, money management, budgeting and obtaining benefits to promote independence
- they may provide opportunities for service users with mental illnesses to socialise, e.g. take them on outings
- they may provide support groups where service users can meet other people and find out about how to best manage situations they may encounter
- they may provide emotional support, e.g. 24 hour helplines, befriending services to listen to service users with mental illnesses and help them feel less alone
- they may support service users with mental illnesses with making and attending medical appointments including transport
- they may provide day centres where service users can go to meet other people with similar illnesses and engage in activities that help develop confidence
- they may provide advocacy services
- they may give information and advice to service users and their families or carers about mental illnesses – what to expect, how to cope, where to go for help

All other valid responses will be given credit.

[1] basic description [2] adequate description [3] competent description

(3 × [3])

[9]

- (c) Analyse how staff in a day care setting might meet the intellectual, emotional and social needs of service users with mental illnesses. (AO1, AO2, AO3)

**Examples of suitable points to be included in analysis:**

Intellectual needs such as need for stimulation or the need to understand their illnesses may be met by:

- providing access to education and training opportunities to support service users to develop knowledge and skills if appropriate
- providing resources such as IT facilities for service users, for example to enable them to access websites where they can get advice and information
- encouraging participation in activities and hobbies which encourage thinking skills
- supporting service users with the completion of CVs if appropriate
- supporting service users' applications for jobs and with preparation for interviews
- involving them in discussions regarding their own care and treatment where practicable
- providing access to newspapers, television
- helping them to plan weekly menus and to budget

Emotional needs such as the need for positive self-esteem, a sense of belonging, or emotional well-being, sense of safety and security can be met by:

- showing respect through communication – ensuring service users are listened to and their needs and wishes properly considered
- supporting service users to make decisions regarding activities they may like to participate in while in the day care setting
- reassuring service users with regards to their safety and security while in the building
- positive reinforcement of progress, e.g. in learning new skills
- listening to service users who want to talk and providing counselling support
- supporting and empowering service users to gain access to the range of services that may help them

Social needs such as the need for interaction with others and friendships can be met by:

- providing opportunities for service users to get involved in hobbies and activities that involve interaction with others
- spending time talking with service users
- accompanying service users on outings, e.g. out to shops, for coffee, to cinema
- supporting service users to build friendships with others

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

**Level 1 ([1]–[4])**

Overall impression: basic

- basic knowledge and understanding of how staff in a day care setting might meet the intellectual, emotional and social needs of service users with mental illnesses
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question

- demonstrates a limited ability to analyse how staff in a day care setting might meet the intellectual, emotional and social needs of service users with mental illnesses
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

### **Level 2 ([5]–[8])**

Overall impression: adequate

- adequate knowledge and understanding of how staff in a day care setting might meet the intellectual, emotional and social needs of service users with mental illnesses
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to analyse how staff in a day care setting might meet the intellectual, emotional and social needs of service users with mental illnesses
- candidates must address at least two types of needs to achieve at this level
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

### **Level 3 ([9]–[12])**

Overall impression: competent

- competent knowledge and understanding of how staff in a day care setting might meet the intellectual, emotional and social needs of service users with mental illnesses
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a competent ability to analyse how staff in a day care setting might meet the intellectual, emotional and social needs of service users with mental illnesses
- candidates must address all three types of needs to achieve at this level
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

### **Level 4 ([13]–[15])**

Overall impression: highly competent

- highly competent knowledge and understanding of how staff in a day care setting might meet the intellectual, emotional and social needs of service users with mental illnesses
- demonstrates a highly competent ability to apply appropriate knowledge and understanding to the question

- demonstrates a highly competent ability to analyse how staff in a day care setting might meet the intellectual, emotional and social needs of service users with mental illnesses
- quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear. [15]

(d) Discuss **four** standards from *The Code: Professional standards of practice and behaviour for nurses, midwives and nursing associates*, and examine how they apply to the care of service users with mental illnesses. (AO1, AO2, AO3)

**Examples of suitable standards to be discussed:**

**Prioritise people**

- treat people as individuals and uphold their dignity
- listen to people and respond to their preferences and concerns
- make sure that people's physical, social and psychological needs are assessed and responded to
- act in the best interests of people at all times
- respect people's right to privacy and confidentiality

**Practise effectively**

- always practise in line with the best available evidence
- communicate clearly
- work cooperatively
- share your skills, knowledge and experience for the benefit of people receiving care and your colleagues
- keep clear and accurate records relevant to your practice
- be accountable for your decisions to delegate tasks and duties to other people
- have in place an indemnity arrangement which provides appropriate cover for any practice you take on as a nurse, midwife or nursing associate in the United Kingdom

**Preserve safety**

- recognise and work within the limits of your competence
- be open and candid with all service users about all aspects of care and treatment, including when any mistakes or harm have taken place
- always offer help if an emergency arises in your practice setting or anywhere else
- act without delay if you believe that there is a risk to patient safety or public protection
- raise concerns immediately if you believe a person is vulnerable or at risk and needs extra support and protection
- advise on, prescribe, supply, dispense or administer medicines within the limits of your training and competence, the law, our guidance and other relevant policies, guidance and regulations
- be aware of, and reduce as far as possible, any potential for harm associated with your practice

**Promote professionalism and trust**

- uphold the reputation of your profession at all times
- uphold your position as a registered nurse, midwife or nursing associate
- fulfil all registration requirements
- cooperate with all investigations and audits
- respond to any complaints made against you professionally
- provide leadership to make sure people's wellbeing is protected and to improve their experiences of the health and care system (NMC, 2022)

All other valid responses will be given credit.

[0] is awarded for a response not worthy of credit

**Level 1 ([1]–[5])**

Overall impression: basic

- basic knowledge and understanding of four standards from The Code and how they apply to the care of service users with mental illnesses
- demonstrates a limited ability to apply appropriate knowledge and understanding to the question
- demonstrates a limited ability to discuss standards from The Code and examine how they apply to the care of service users with mental illnesses
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

**Level 2 ([6]–[10])**

Overall impression: adequate

- adequate knowledge and understanding of four standards from The Code and how they apply to the care of service users with mental illnesses
- demonstrates an adequate ability to apply appropriate knowledge and understanding to the question
- demonstrates an adequate ability to discuss at least three standards from The Code and examine how they apply to the care of service users with mental illnesses
- to achieve at the top of this level, candidates must discuss three standards from The Code in detail
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

**Level 3 ([11]–[14])**

Overall impression: competent

- competent knowledge and understanding of four standards from The Code and how they apply to the care of service users with mental illnesses
- demonstrates a competent ability to apply appropriate knowledge and understanding to the question

- demonstrates a competent ability to discuss four standards from The Code and examine how they apply to the care of service users with mental illnesses
- to achieve in this level, candidates should discuss examples of four standards from the nurses' code of practice and conduct and examine how they apply to the care of service users with mental illnesses
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that meaning is clear.

**Level 4 ([15]–[18])**

Overall impression: highly competent

- highly competent knowledge and understanding of four standards from The Code and how they apply to the care of service users with mental illnesses
- demonstrates highly competent ability to apply appropriate knowledge and understanding to the question
- demonstrates a highly competent ability to discuss four standards from The Code and examine how they apply to the care of service users with mental illnesses
- at the top of this mark band candidates should discuss in detail four standards from the nurses' code of practice and conduct and examine how they apply to the care of service users with mental illnesses
- quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

[18]

**Total**

**AVAILABLE  
MARKS**

48

**120**