



2007 Care

Higher Paper 1

Finalised Marking Instructions

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Question 1

- (a) What is a stereotyped attitude? Give **two** examples of stereotyped attitudes from the case study. (4 marks)

**2 marks for the explanation, candidates should provide a clear and detailed explanation of what constitutes a stereotyped attitude; 1 mark only for a more basic explanation.
1 mark for each accurate example from the case study.**

Explanation:

- Stereotyped attitudes are often based on **prejudice** and can lead to different **types of discrimination** whereby individuals or groups are **disadvantaged** in some way or **denied the opportunity** to fulfil their potential.
- Stereotyping happens when we believe that everyone who belongs to a particular group shares the **same characteristics**.
- This is usually an **oversimplification** and gives a **distorted image** of the group or individual.
- Stereotyped attitudes are usually **negative**.

Case Study examples of stereotyped attitudes:

- Neil's belief that working as a nurse or care assistant is 'women's work'.
- Neil's colleagues at the garage who believe he is gay because he lived with his mother and does not have a girlfriend.
- Neil's experience of peoples' negative attitudes towards him and his mother because they are a lone parent family.

- (b) Explain in detail how stereotyped attitudes can have an impact on an individual's identity and self-worth. (6 marks)

For full marks, candidates should demonstrate an understanding of the relationship of all 3 factors: stereotyped attitudes, the potential impact and the effects on identity and self-worth, using relevant terminology.

- Stereotyped attitudes can lead to **labelling**, which can result in individuals or groups being stripped of their identity.
- Stereotyped attitudes can also lead to **discriminatory behaviour** that can have a range of impacts such as:
 - **Disempowerment** (whereby individuals or groups are denied the opportunity to exercise power, choice or control over their own lives and therefore feel they are unimportant).
 - **Marginalisation** (whereby individuals are prevented from taking a full part in life and often find themselves unable to integrate fully into society. They may find themselves living on the edges of society where they experience powerlessness and oppression, which will lead to a feeling of low self-worth).
 - **Denial of opportunities** (whereby individuals or groups have limited access to chances to realise their potential or even enhance their lives in some way, thus limiting their opportunity to develop their identity fully).
- These impacts can have the effect of **reducing** someone's **self-confidence** and self-esteem.
- They can even result in a **self-fulfilling prophecy** whereby people conform to others' negative expectations and take on an identity given to them by others.

- Stereotyping can also lead to **anger, depression and helplessness**.
- Stereotyping can lead to discrimination, not only at an individual level but also at an **institutional** or **structural** level whereby people can experience a lack of opportunities or unfair treatment from wider society. This can have a negative impact on people's self-identity.
- Some people can, however, use their experiences of discrimination to more positive effect to **oppose discrimination** and counteract it. This can in turn enhance their self-worth and establish an identity, perhaps as a campaigner and someone whose opinion is important and relevant.

Question 2

Neil has recently experienced a significant loss following the death of his mother and is now going through a major transition in his life.

Describe the Adams, Hayes and Hopson model of transition and relate it to the case study.

(6 marks)

For full marks candidates must accurately describe the model and relate it appropriately to the case study. Marks could be allocated on a 3/3 model/application basis. However, this should not disadvantage candidates who clearly demonstrate a sound understanding of the model in their application response. Candidates should not get more than two marks if they have not applied the model to the case study.

Adams, Hayes & Hopson: Transition Model linked to self-esteem

Immobilisation Shock, disbelief, eg 'He couldn't believe it had really happened'.

Minimisation Temporary increase in self-esteem; situation being 'played down'.

Depression Feeling low, withdrawn, eg 'He couldn't face going back to work for a long time afterwards' or 'He couldn't get out of bed'.

Acceptance of reality Self-esteem at lowest but change is now acknowledged, eg 'He had recently started working in the garage again but was no longer finding the job as rewarding or challenging as he used to'.

Testing out new behaviours Adopt new approaches to life that acknowledges the transition, eg going to the college information session to apply for the care course.

Search for meaning Attempt to understand self in terms of the change; 'making sense' of the situation, eg 'On his good days he was able to gain comfort from the fact that his mother had been very well cared for', or 'He is now wondering whether his experiences of caring for his mother would help him become a care assistant or a nurse as he would find these jobs very worthwhile', or 'He feels his mum would be proud of him'.

Internalisation The transition/change becomes an accepted part of the person's life; self-esteem is restored. Neil appears to be 'internalising' the reality of a new future for himself.

Question 3

Maslow and Rogers are both humanistic theorists. Select **one** of these theorists and answer the following.

(a) Describe the key concepts of your chosen theorist.

(4 marks)

Candidates should select the theory of either Maslow or Rogers. If they write about both in their answers, award them the marks for their better answer.

Maslow:

Candidates should only be allocated a maximum of 2 marks for merely listing the different levels of the hierarchy.

- Hierarchy of needs (either 5 or 7 level model) should be clearly explained covering **physiological, safety, love and belongingness, esteem, cognitive, aesthetic and self-actualisation needs**.

For full marks candidates should also include at least one of the following:

- Lower levels require to be at least **partially met** before individuals are motivated to reach higher order needs.
- Many people may strive to fulfil their potential, but very few people **actually** reach and maintain a state of self-actualisation.
- The hierarchy can be split into **deficiency** and **growth** needs.

Rogers:

- Our **self-concept** and the values we place on ourselves are linked to the relationship between our **self-image** (how we see ourselves) and **ideal self** (how we would like to be).
- The closer someone's self-image is to their ideal self then the higher their **self-esteem** will be. Conversely, low self-esteem exists when someone's self-image is significantly different from their ideal self.
- In order to improve this situation it is necessary to boost someone's self-confidence (through **unconditional positive regard**) and/or encourage them to adopt a more **realistic version** of their 'ideal self'.
- **Conditions of worth** are the expectations others let us know we need to meet before they will give us love or acceptance.
- The '**looking glass self**' (Cooley) is the way we see ourselves through the responses from other people.

(b) Choose **two** of these key concepts and apply them to the case study.

(4 marks)

Candidates can be awarded a maximum of 2 marks per concept.

Candidates need to provide more than a basic discussion of a concept in order to gain 2 marks.

Maslow:

- In relation to Neil's situation, he appears to be having his basic physical/physiological needs adequately met.
- His safety/security needs also appear to be adequately met although it may be that while working at the garage he does not feel psychologically safe and secure due to his feelings of discomfort around his colleagues.
- For the same reason he is unlikely to feel a sense of love and belongingness; this situation will be made worse by the recent loss of his mother.
- In terms of Maslow's theory this means that Neil is having some of his lower order needs only partially met.
- Although this means he can still function adequately, he is unlikely to realise his full potential. However, Neil appears to be motivated to change his situation in a way that will enable him to 'grow' as an individual.
- By attending college and changing his career, he may have better opportunities to meet his esteem and cognitive needs and in turn be more likely to become a well-balanced, psychologically healthy individual who is capable of accepting himself and supporting others (growth needs and self-actualisation).

Rogers:

- Throughout his early life, Neil has clearly received unconditional positive regard from his mother.
- For this reason he will have had a positive self-concept and high self-esteem because in Rogers' terms his self-image and ideal self are similar.
- However, more recently since the death of his mother and negative experiences at the garage, his self-concept may have altered.
- The self-concept is related to the value we place on ourselves, which is a reflection of how we believe other people see us (looking glass self).
- Neil is no longer being unconditionally accepted by those around him and this is likely to have a negative impact on his self-esteem.
- Recently, Neil appears to have started to redefine his 'ideal self'. He now sees himself as being someone who has the ability to care about other people and so is considering going to college and changing his career.
- His self-concept and self-esteem will increase as his self-image becomes more like his 'new' ideal self.

Question 4

Explain human development and behaviour using **one** behaviourist theory.

(6 marks)

General points about behaviourist theory:

Candidates may choose to include some of these points in their answer, but none of these points is essential for the candidate to achieve full marks.

Candidates need to explain, rather than just describe, the key concepts in order to gain full marks.

- A behaviourism perspective explains behaviour in terms of **learning** or **conditioning**.
- Behaviourism explains human behaviour in terms of what can actually be **observed and measured**, using the tools of a **scientific** approach, eg **laboratory experiments** which provide consistent evidence, forming the basis for informed prediction. Behaviourists rejected ideas of psychoanalysis as they were merely postulations, with no actual evidence to support them.
- Analysing behaviour can be helpful in understanding the **causes and outcomes** of certain situations.
- A key issue is the extent to which **reinforcement** encourages behaviour to be repeated.
- Behaviourism is **reductionist**: general rules of behaviour could be learned from studying simpler organisms.

Thorndike:

- Developed the ideas of earlier behaviourists, who had established a link between **stimulus, response** and **reinforcement** in their laboratory experiments with animals.
- **Trial and error learning**: based on his experiments with cats, Thorndike suggested that we attempt **random** behaviours until, by **chance**, over time, we 'hit' on the right solution. Behaviours that produce success will be **repeated**, whereas behaviours that do not produce success would be less likely to be repeated.
- From these findings, Thorndike proposed his **Law of Effect**:
 - What happens as a result of performing a behaviour will influence that behaviour on future occasions
 - **Pleasurable consequences** that result from a behaviour will make a behaviour **more likely to be repeated**: uncomfortable consequences will make a behaviour less likely to be repeated
- This led to the idea of '**ABC**' of learning (antecedents/behaviour/consequences):
 - **Antecedents**: the condition that existed just prior to the
 - **Behaviour** being performed which result in the
 - **Consequences**: the response to or outcome of the behaviour. This will influence whether the behaviour is likely to be repeated or not
- This model suggests that if we want a behaviour to be repeated then we have to ensure that the desirable behaviour has a pleasurable consequence. If we want to eliminate an unwanted behaviour then we should ensure that the behaviour either is ignored or has an unpleasant consequence.
- **Rewards** are often referred to as **reinforcements**, so the consequences which will promote learning will be referred to as either rewards or reinforcements. However, whether the consequence will reinforce behaviour, depends upon **how the recipient perceives it**.
- Thorndike's findings provide a tried and tested method for changing and adapting behaviour = **behaviour modification**. Many professionals – teachers, psychologists, care workers, etc. – use these techniques to assess behaviour, identify aspects that need to be modified and agree steps to reduce unwanted behaviour or encourage desired behaviour, using rewards where appropriate. This ranges from behaviour cards for disruptive pupils at school to anger management classes for people who have displayed road rage or detox programmes for drug addicts.
- Parents and professionals are also concerned with identifying the **antecedents** or **triggers** that cause the desirable/undesirable behaviour, and ensuring that these are encouraged/tackled as appropriate.

Bandura:

- Although a behaviourist, Bandura **does not accept** the traditional behaviourist view that behaviour is a mechanical action that is increased by rewards and decreased by punishments.
- He believed that the traditional behaviourist approach couldn't explain the wide range of **complex human behaviour**; learning complex tasks had to be achieved in a more direct manner.
- He suggested that behaviour could not be adequately explained without accepting that there was **internal processing** taking place in the human mind, known as **cognitive processing**.
- Bandura suggested that learning complex behaviours can be more readily achieved through **observational learning** or **modelling**, ie watching the behaviour of others and **mimicking or imitating** that behaviour. This happens spontaneously without any effort on behalf of the observer or observed. In this sense, learning can be 'passive'.
- Bandura developed the notion of **intrinsic rewards** to explain why external reinforcement is not needed, as traditional behaviourists contend. Intrinsic rewards are feelings of pleasure, which come from within the person him/herself, eg the person 'feels good' when s/he behaves in a similar way to the person they are copying. The more **significant** the model is to the learner, the greater will be the reward effect.
- **Not all learned behaviour will be performed.** Although behaviour is learned without the need for external reward, the likelihood of the behaviour being performed again does depend on **reward or reinforcement**, which Bandura's experiments with the 'Bobo doll' demonstrated.
- Babies and children pick up all kinds of things – language, how to deal with frustration, how to eat properly – from listening to and watching the people around them. In a lot of situations, children are specifically shown things, eg how to swim, how to write the letter 'A', but a lot of their learning of society's norms is picked up in a much more indirect way.
- Therefore, the people around them – their **social context** – is of the utmost importance in influencing how and what they learn.
- **Learning could be made more positive** through greater exposure to significant, positive role models.

Relevant answers using other behaviourists, such as Skinner or Pavlov, are also acceptable.

Question 5

(a) Describe **four** key features of the symbolic interactionist perspective. (4 marks)

To gain full marks, the features should be described and not just listed. One mark only for a list.

- A **micro-sociological** view of society, whereby society is explained in terms of individual and small group interactions. The individual is considered instrumental in shaping society.
- The **self** represents who a person thinks he/she is, based on the feedback received from others. Focus is also placed on the meanings and interpretations which people give to actions and behaviour.
- The **interaction** is a two-way process involving both verbal and non-verbal communication. This interaction produces feedback to those involved in the process.
- The **symbol** is a communication tool used in interactions. This can be in the form of language through the spoken word or gestures or even objects. It is important that there is a **shared understanding** of symbols for effective interactions.
- **Labelling** is a process whereby a set of ideas is attached to an individual or a group.
- The 'label' is often negative and can result in the person/group who is/are labelled conforming to the expectations of behaviour associated with the label. This can then be considered a **self-fulfilling prophecy**.

(b) Choose **two** of these key features and explain how they might be used to understand Neil's situation.

(6 marks)

3 marks for a developed discussion of each feature.

- The S.I. perspective adopts a **micro-sociological** perspective to try to understand society and the individuals who make up society. To really make sense of Neil's situation it would emphasise the importance of trying to interpret Neil's world through his eyes and the **interactions** he has with other people.
- Neil's sense of **self** or 'who he thinks he is' is based on how he interprets the feedback he receives from other people during his interactions with them. Neil had always received positive feedback from his mother and as a consequence had a positive sense of who he was.
- Neil is now receiving more negative feedback from his colleagues at the garage through the way they speak to him as well as making **symbolic** gestures behind his back so his sense of '**self**' is being altered.
- Those involved in the interaction, including Neil, will have a shared understanding of the language and gestures (**symbols**) being used.
- Some symbols can in turn relate to **labels**, many of which can be intended to be negative.
- S.I. perspective highlights the significance of **words as symbols** that appear to create a **shared understanding** such as 'nurse', 'mechanic', 'lone parent' or even 'death'.
- S.I. perspective can be applied to elements of the case study not directly related to Neil's experiences. For example, the **labelling** of the nursing/caring role as 'women's work'.

Question 6

Using terms from conflict theory, explain **one** of the following aspects of society:

- Socialisation
- Culture
- Deviance

(5 marks)

A maximum of 2 marks can be awarded if the candidate only outlines conflict theory.

Full marks can only be awarded if candidates convey a depth of understanding of the aspect using appropriate terms from the conflict perspective. It may be that in discussing one aspect of society in detail, reference is made to other aspects. Candidates should not be disadvantaged for this if the discussion is still relevant to their chosen aspect, and should be awarded marks as appropriate.

In order to gain full marks, some of the following terms should be used correctly in the candidate's answer:

- **Macro-sociological** – looks at the ‘whole’ of society and how it is structured (the big picture); society shapes the individual.
- **Power Differentials** – competing groups want society to operate in their best interests, but the most powerful groups are more likely to have their interests met.
- **Competing Groups** – dynamic (constantly changing) relationship between competing groups to maximise their own position.
- **Negotiation** – a process of bargaining whereby competing groups try to strengthen their own position.
- **Compromise and Constraint** – compromise is the agreed conclusion of negotiation. Constraint exists where the more powerful exert control over those with less power to reach a compromised position.

Aspects of Society from a Conflict Perspective:

Socialisation

Is an ongoing process throughout our lives whereby we learn the **skills** required to work positively within the **power differentials** associated with conflict between **competing groups**. Any rules which do exist have been implemented by those with power to **constrain** those with less power. We are socialised to learn how to **compromise**, accepting and adhering to the values of those with authority and control over us.

Culture

Reflects the current situation in terms of ongoing **conflicts** that are being **negotiated** or resolved through **compromise or constraint** within a group or wider society. We are socialised into this culture, however it is not a static or stable concept. **Sub-cultures** can emerge to reflect **different power levels** and may create tension, struggle and eventual change in this dynamic model of society.

Deviance

Is perceived as clearly being ‘relative’ as deviant actions are usually those which **powerful groups** view as threatening their own position. Those with high **levels of power** can use **constraint to control** or stop deviant behaviour. This is perceived as an abuse of power by those whose behaviour has been curtailed.

Question 7

Neil has learned about 'unconscious discrimination' as part of his Higher Care course.

Define **unconscious discrimination** and explain why it is important for care workers to be aware of this particular type of discrimination.

(3 marks)

1 mark for the definition, 2 marks for a discussion of its importance.

Definition:

- Unconscious discrimination occurs when a person or group shows discrimination in their behaviour, attitudes or language but are unaware that they are being discriminatory or disadvantaging people.

Importance to care workers:

- A lot of service users that the care worker meets will have already experienced discrimination on the basis of their disability, mental health status, etc, so it is important that the care worker doesn't perpetuate this.
- Because the discrimination is unconscious, it may have been going on for a while before someone notices or challenges it, so it might have had quite an impact on the service user, especially if it is from a worker(s) they see a lot.
- Since the discrimination is unconscious, the care worker won't know they are discriminating until they are told, so they should always be pro-active in checking whether they might be discriminating, eg through supervision, etc. The service user is still affected by discrimination, whether it was unintended or not.
- Care workers should be critically reflective practitioners and therefore become involved in any training that enables them to become more self-aware so they avoid showing unconscious discrimination in the future.
- This will enable care workers to be more able to build effective relationships with their service users and colleagues and to ensure that they are being non-judgemental in their contact with them. This will allow a more trusting and productive relationship to develop.
- Care workers should challenge unconscious discrimination in other workers/service users as appropriate. Not only would they be breaking the law at times if they did not do this, but it would be poor practice and could become institutional discrimination.
- Care workers should also be aware of the extent to which they may be the subject of unconscious discrimination themselves, such as the example of co-workers' attitudes to Neil as a male care student.

Any other appropriately justified explanation.

Question 8

As part of his course Neil will be taking part in a group presentation on “Promoting Equal Opportunities in a Care Setting”. Following his placement experience at the care home, Neil has decided that his part of the group presentations will focus on “Developing Strategies to raise awareness of **attitudinal** barriers to equal opportunities in a care setting”.

Name **three** strategies Neil could cover in his presentation and describe how they would raise awareness of attitudinal barriers.

(9 marks)

Each strategy can gain a maximum of 3 marks.

There are a wide range of acceptable responses that candidates could give for this question; more able students should have the opportunity to provide more holistic, insightful or original responses. Candidates whose response is based on a list of strategies with little or no discussion, or strategies which do not appropriately relate to a care setting should be awarded no more than 4 marks.

Responses might include reference to:

- Setting up **training sessions** within the care setting to emphasise the importance of anti-discriminatory practice, incorporating self-awareness exercises on personal prejudices and stereotypical assumptions.
- Encourage all staff to gain suitable **qualifications**, eg SVQ III or HNC in Care, which will include topics such as promoting equal opportunities, working as a team, positive care environment, care planning, etc.
- Ensuring that staff are aware of the service’s **Equal Opportunities Policy** and their responsibilities to **uphold** it. This could be highlighted during induction and throughout staff development process. This would be helpful in ensuring that attitudinal barriers do not exist at the outset of a care worker’s career.
- Encouraging staff to recognise **individual differences** between service users and develop ways of working towards more flexible approaches to meeting individual needs. A **key worker system**, which encourages holistic care of service users as unique individuals, would reduce the incidence of care provision based on stereotyped attitudes.
- Implementing an effective **supervision or mentoring system** so that staff understand and are well supported in the promotion of good practice within the service. This would provide an opportunity to highlight circumstances where attitudinal barriers become so entrenched that they become part of established work practices.
- Setting up ways of ensuring that residents have choices with regard to their living environment. This might include setting up a **resident’s committee** or residents becoming more active in making choices on room decoration, menus and activities. In the past, attitudes may have existed that these decisions are the responsibility of staff.

Any other appropriate strategy.

Question 9

There are a number of key pieces of anti-discriminatory legislation which address the issues of discrimination on the basis of race, sex and disability. Name **two** of these pieces of anti-discriminatory legislation (using the correct name and date) and describe the main features of each.

(8 marks)

1 mark for correctly identifying each piece of legislation. Up to 3 marks for the description of the main points of each act.

Sex Discrimination Act (1975 and 1986)

- Provides a legal definition of what constitutes direct and indirect discrimination and victimisation on the basis of gender or marital status (both male and female).
- Offers protection from discrimination in a range of contexts such as employment, education or training, provision of goods, facilities and services.
- Set up the Equal Opportunities Commission (EOC), which has a statutory duty to promote equality of opportunity between the sexes and to support and investigate reports of sex discrimination.
- Allows for exemptions, such as Genuine Occupational Qualification, eg to choose a carer of the same gender.

Race Relations Act (1976) and Race Relations Amendment Act (2000)

- Direct or indirect discrimination and victimisation on racial grounds (colour, race, nationality, ethnic or national origins) became unlawful.
- Similar in intent and remit to the SDA this act offers protection from discrimination in a range of contexts, such as employment, education or training, provision of goods, facilities and services.
- Set up the Commission for Racial Equality (CRE), which has a statutory duty to ensure that the act is being followed and to generally promote racial equality.
- Allows for exemptions such as Genuine Occupational Qualification.
- The amended act recognised the impact of institutional discrimination and placed a duty on public organisations to actively promote racial equality.

Disability Discrimination Act (1995)

- Defines disability
- Service providers must take reasonable measures to ensure that they do not discriminate on the grounds of disability.
- Employers have a duty to make reasonable adjustments to compensate for the effects of disability.
- All new public transport to be fully accessible to people with disabilities and all buildings to be fully accessible by 2005.
- Established by the National Disability Council, which didn't have the same powers as the EOC and CRE. After public protest, the Disability Rights Commission was established.

Equal Pay Acts (1970 and 1986)

- Entitles a female employee to equal pay, contractual terms and conditions of work as a male employee if they are doing the same or similar work, graded as being of equal value.
- Also overseen and enforced by the Equal Opportunities Commission.

Question 10

Define institutional discrimination and explain how it relates to institutionalisation.

(5 marks)

Candidates need not cover the exact points outlined below but should be able to convey a competent understanding of how the terms differ but are related. Candidates who offer only straight definitions with no discussion of the relationship between institutional discrimination and institutionalisation should only be awarded 2 marks.

Institutional Discrimination:

- Discrimination which is an **integral** part of an organisation's **structures, policies or practises**.
- It may be **conscious** (eg no women members allowed in a golf club) or **unconscious** (an organisation, or individuals within it, may not be aware that they are operating in a discriminatory manner as it has become part of the **organisational culture**).
- Institutional discrimination can in turn lead to institutionalisation.

Institutionalisation:

- The process whereby people are **stripped of their individuality** or identity by having to live within the constraints (rules, regulations, norms) that exist within an organisation.
- In the past, it has been associated with **larger scale residential** institutions that provide 24 hour care such as residential care homes, long stay hospitals or prisons.
- However, service users can still face institutionalised care in **smaller units** if an **inappropriate ethos** prevails. It is not the size of the organisation, it is the attitude of owners, managers and/or workers that creates an institutionalised agency.

Relationship between institutional discrimination and institutionalisation:

- One key aspect of the relationship is that the needs of the people (service users and, sometimes, staff) within the institution become **secondary to the needs** of the institution itself.
- This type of service provision could lead to a process of institutionalisation whereby service users who are **denied choices** and stripped of their individuality can become increasingly **dependent on the institutions** in which they live, through a process of **learned helplessness**.
- It is difficult to challenge discrimination when it is in the written rules of an organisation but it is often more difficult to challenge when it is part of the **norms, or unwritten rules**.
- Because people have been **de-personalised** by the system, their **self-esteem will be low** and therefore they may **lack the confidence to question** or complain about discrimination.
- They may feel there is **no point in complaining**: it is a waste of time because '**nothing ever changes; it's always been like that here**'. They are **dispirited** by the fact that there never seems to be any change, even if people have complained in the past.
- People may **fear the consequences** if they complain, and if there is no other place for them to go (no other local day centre, or no other care home in their town) then they may well just put up with things, for **fear that they may be treated worse** and **seen as a troublemaker**.
- Staff often choose to leave rather than continuing to work in a **negative care environment** but this means that **high staff turnover** becomes another problem. The problems **persist** because good staff leave and this means that often less qualified or experienced staff have to join at short notice and don't have time to have a proper induction, so they pick up the existing poor practice and **perpetuate** it.
- The process of inspections, supervisions, etc., should pick up both institutional discrimination and aspects of institutionalisation, but this is not always the case, especially if it is conscious, because workers can **cover up some of the signs** and revert to poor practice when not being observed. Because it often works at an **informal level** it can be difficult for outsiders to pick up.

[END OF MARKING INSTRUCTIONS]