Level 2 Certificate in the Principles of Working with Individuals with Learning Disabilities

**Assessment 1**

**Learner contact details:**

**Email:**

**Contact number:**

**Contact address:**

**Postcode:**

**Name:**

**Learner declaration**

I can confirm that the answers in Assessment 1 were completed by me, represent my own ideas and are my own work.

Learner signature: Date:

**If you need any help in completing these assessments, refer to the relevant section within workbook 1, or contact your Assessor/Tutor.**

**Assessment decision**

**Achieved: Date: Resubmit: Date:**

**Assessor/Tutor comments:**

**Declarations:**

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I can confirm that the completed assessments are, to the best of my knowledge, the authentic work of the learner and that all learning outcomes have been achieved within Assessment 1.

**Assessor/Tutor:**

**Assessor/Tutor signature: Date:**

I agree that this learner has achieved all the requirements of the assessment criteria within Assessment 1.

**Internal moderator:**

**Internal moderator signature: Date:**

You must fully complete each of the questions within this assessment in order to achieve this unit. Once you have completed this assessment, your Assessor/Tutor will review your responses and provide you with detailed written feedback. The purpose of the feedback is to:

**Assessment guidance**

* provide guidance and support to enable you to meet each of the assessment criteria
* provide comment on the validity, accuracy, accuracy, reliability and sufficiency of your answers
* record any discussions that have taken place between you

Once your Assessor/Tutor has reviews your responses, they may give your assessment back to you and ask you to amend some of your answers if they do not meet the criteria. If this happens, your Assessor/Tutor will explain what you need to do. Once you have amended your answers, you will need to resubmit your assessments to your Assessor/Tutor.

Once your Assessor/Tutor has confirmed that your assessment meets the required standard they will submit your work for moderation. This will show that the work has been completed to the Assessor’s/Tutor’s satisfaction.

A sample of your work may also be reviewed by an internal moderator. Their role is not to assess your work as this is the responsibility of your Assessor/Tutor. The reason for this sampling is to monitor the consistency and quality of the marking and feedback that you receive from your Assessor/Tutor.

**Please note: if you are submitting your assessments by post, it is recommended that you make a copy prior to sending.**

* Complete all questions in the workbook
* Always write in black ink, and write your answers clearly.
* Write your answers in the spaces provided. If you require additional space, use a separate piece of paper, making sure your name is clearly visible.
* Please do **not** write your answers in pencil.
* Please do **not** use correction fluid within your workbook, e.g. Tippex

**Essentials for completing your assessments**

In order to meet the assessment criteria, it is important that you answer all questions completely. Take care to read the assessment questions properly. Some will ask you to ‘identify’, whilst some will ask you to ‘describe’ or give examples. The following information will help you to achieve the requirements of each of the assessment criteria.

**Key terms**

Outline: Your answer should give a short general explanation outlining the essential features, not the detail. It should summarise the main points.

Define: Your answer must give the precise meaning of a word.

Describe: In order to describe something, you must give a detailed account of it.

Explain: You need to ensure that your answer is clear, revealing relevant facts.

List: Your answer should give an item-by-item record of names or things that are written one below the other.

Identify: Your answer should establish who or what something is.

Give examples: You need to list some examples to give detailed information to illustrate your point.

**Internal/external moderation**

At the end of the course, your Assessor/Tutor has indicated that all learning outcomes have been achieved, your work may be submitted for Internal Moderation. The Internal Moderator will confirm that your Assessor/Tutor is consistently and fairly marking work to the required standard. An external moderator, employed by the awarding organisation, will also check your work to ensure that it has been assessed in-line with their agreed standards.

**Certification process**

When you have successfully achieved all the assessments for the qualification, your Certificate will be requested from your Awarding Organisation and sent to you in recognition of your achievement.

**Question 1: Explain what is meant by the term ‘learning disability.’** (2.1)

**Question 2. Give three possible causes for someone having a learning disability.** (2.2)

**1.**

**2.**

**3.**

**Question 3. What is the approximate proportion of people with learning disabilities for whom the cause is not known?** (2.4)

**Question 4a. Mathew’s mother had experienced a normal pregnancy and his disabilities are due to complications which occurred during his birth. How might Mathew’s parents have responded to the news that their son will be profoundly disabled? What might be their concerns for the future?** (2.5)

**Question 4b. Mathew is ten years old and has profound learning disabilities and needs help with personal care an in all aspects of his life, his brother Jon is two years older than him, what might be the effect on Jon of having a brother with learning disabilities who is dependent on the rest of the family?** (2.5)

**Question 5a. Describe the medical model of disability.** (2.3)

**Question 5b. Describe the term ‘social model of disability’.** (3.1)

**Question 6a. Norma spent most of her life in a long-stay hospital for people with learning disabilities but when the hospital closed she went to live with four other people in a care home.**

**Explain what life might have been like for Norma during her years in hospital.** (3.1)

**Question 6b. Norma’s key worker and other staff from her care home have helped her to gain more skills and confidence. If she wanted to go on to live more independently what other options might be available for her?** (3.1)

**Question 6c. Describe the lasting effects that institutions such as long-stay hospitals may have had on people with learning disabilities such as Norma and the services available to them.** (3.2)

**Question 7a. Identify the key changes that have taken place in the lives of people with learning disabilities in relation to the following:** (3.3)

**Where people with learning disabilities live:**

**The daytime activities to them:**

**The employment opportunities they have:**

**Their opportunities to enter into personal and sexual relationships and perhaps to become a parent:**

**The provision of healthcare services to them:**

**Question 7b. Explain how attitudes of society as a whole are changing in relation to people with learning disabilities.** (5.1)

**Question 8a. What advantages might there be in being labelled as having a learning disability?** (5.2)

**Question 8b. What disadvantages might there be in having this label?** (5.2)

**Question 9. Describe the steps that can be taken to promote positive attitudes towards individuals with learning disabilities and their family carers.** (5.3)

**Question 10. Explain what external agencies and health and social care professionals can do to improve attitudes, policy and practice towards people with learning disabilities.** (5.4)

**External agencies:**

**Health and social care professionals:**

**Question 11. Explain the meaning of the term ‘social inclusion’.** (4.1)

**Question 12a. Explain the meaning of the term ‘advocacy’**. (4.2)

**Question 12b. Describe two different types of advocacy.** (4.3)

**Type 1:**

**Type 2:**

**Question 12c. Describe what you can do to ensure that the everyday support you provide for people with learning disabilities encourages their active participation and helps to empower them.** (4.4)

**Question 13. Identify three laws and one national policy that promote human rights, equal life chances and citizenship for people with learning disabilities. Briefly explain what one is.** (1.1)

|  |  |
| --- | --- |
| **Law identified 1:** | **Explanation:** |
| **Law identified 2:** | **Explanation:** |
| **Law identified 3:** | **Explanation:** |
| **National policy identified 4:** | **Explanation:** |

**Question 14. Explain how the legislation identified in the last question affects the everyday experiences of people with learning disabilities and their families. In answering this question please consider how it affects:** (1.2)

**a) Their choice of where and with whom they live:**

**b) Whether people with learning disabilities are able to seek and find employment:**

**c) Their opportunities to form loving relationships and start families if they wish:**

**d) Their access to the healthcare they need:**

**Question 15. Identify the possible changes you might need to make to the way you communicate using words with people with learning disabilities.** (6.1)

**Question 16. Identify the changes you might need to make to your non-verbal communication when communicating with people with learning disabilities.** (6.1)

**Question 17. Explain why it is important to use language which is both age and ability appropriate**. (6.2)

**Question 18. Describe ways to ensure that someone with learning disabilities has understood the communication and deal with any misunderstandings.** (6.3)

**Question 19a. In your own words, define what you understand ‘personalisation’ to mean with regard to social care.** (1.1)

**Question 19b. Explain how personalisation can benefit people with learning disabilities.** (1.2)

**Question 19c. Explain the relationship between rights, choices and personalisation.** (1.3)

**Question 20. Identify one piece of legislation and two other national policy documents that promote personalisation and encourage its adoption within social care services.** (1.4)

**Legislation:**

**National policy document 1:**

**National policy document 2:**

**Question 21a. List the systems that have been introduced both at national level and in your local area to support personalisation.** (2.1)

**Systems at national level:**

**Systems in your local area:**

**Question 21b. Describe how personalisation has changed what local authorities look for when they plan and purchase social care services for people with learning disabilities.** (2.2)

**Question 22. Explain how direct payments and individual budgets support personalisation.** (2.3)

**Question 23a. Give two examples of how personalisation may affect the way individuals are supported in their day-to-day-lives.** (3.3)

**1.**

**2.**

**Question 23b. Describe the effect personalisation has on the balance of power between people with learning disabilities and those who provide their support.** (3.2)

**Question 23c. Using any or all of the three case studies given in workbook 1, section 2 (David, Imran and Jenny) explain how person-centred thinking, person-centred planning and person-centred approaches can support personalisation.** (3.1)

**Question 24a. Explain the difference between providing support and brokering services.** (4.1)

**Providing support:**

**Brokering services:**

**Question 24b. Analyse the skills, attitudes and approaches required by those providing personalized support to people with learning disabilities and by those who act as brokers.** (4.1)

**Skills needed for providing personalised support:**

**Skills needed for brokering personalised support:**

**Question 25a. Identify the factors that can make it more difficult for people with learning disabilities to obtain personalised services.** (4.2)

**Question 25b. Describe how these factors might be overcome.** (4.3)

**Question 26. Describe the types of support people with learning disabilities and their families can access on getting the most from a personalised social care service.** (4.4)

Well done!

You have completed your assessment 1. Please check you

have answered all the questions and signed the learner

declaration on the front page before submitting to your

assessor/tutor.