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

**Assessment 3**

**Learner contact details:**

**Email:**

**Contact number:**

**Contact address:**

**Postcode:**

**Name:**

**Learner declaration**

I can confirm that the answers in Assessment 3 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:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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 1a. How does the health and well-being of people with learning disabilities compare with that of the general population who do not have learning disabilities?** (1.1)

**Question 1b. Outline what you understand by a rights-based approach to accessing healthcare.** (1.1)

**Question 2. Identify three important Acts of Parliament which support the rights of people with learning disabilities to access healthcare.** (1.2)

**1.**

**2.**

**3.**

**Question 3. Describe two ‘reasonable adjustments’ which, under the Equalities Act 2010 and the Disability Discrimination Acts that preceded it might enable someone with learning disabilities to have fair and equal access to healthcare.** (1.3)

**Question 4a. Explain the importance of an individual giving informed consent to their treatment in line with legislation, policies or guidance.** (1.4)

**Question 4b. Explain the importance of individual preference in regards to treatments available.** (4.4)

**Question 4c. Describe the actions that should be taken if an individual cannot give informed consent to the treatment.** (1.5)

**Question 5. List three healthcare services which people with learning disabilities may need to access and describe the work of each.** (2.1 and 2.2)

**Healthcare service 1:**

**Type of work undertaken:**

**Healthcare service 2:**

**Type of work undertaken:**

**Healthcare service 3:**

**Type of work undertaken:**

**Question 6. Outline the role and responsibilities of three professionals delivering different types of healthcare service.** (3.1)

**Example 1:**

**Their role**

**Their responsibilities**

**Example 2:**

**Their role**

**Their responsibilities**

**Example 3: their role**

**Their responsibilities**

**Question 7. Explain how someone with learning disabilities might obtain the help they need from any of the health and social professionals listed in question 6.** (2.3)

**Question 8. What do you understand by the term Health Action Plan and explain how healthcare plans can benefit people with learning disabilities?** (4.1)

**Question 9. Identify and describe three examples of health checks which you would expect someone with learning disabilities to receive regularly and to be include within their Health Action Plan.** (4.2)

**1. Type of health check**

**Description of health check**

**2. Type of health check**

**Description of health check**

**3. Type of health check**

**Description of health check**

**Question 10. Outline the possible consequences on someone’s health and well-being if they did not have regular health checks.** (4.3)

**Question 11a. Identify any barriers there might be which might prevent or deter people with learning disabilities from using healthcare services.** (5.1)

**Question 11b. Describe ways to help people with learning disabilities to access healthcare services and to overcome any barriers that may make it harder for them to do so.** (5.2)

**Question 12. Identify possible reasons that there might be for people with learning disabilities being reluctant to use healthcare services or for them receiving a lower standard of healthcare service than the rest of the population.** (5.3)

**Question 13. List a range of resources that may help a person with a learning disability to access the healthcare services they need.** (5.4)

**Question 14a. Describe the three main types of difficulty people with autism experience in communicating with others.** (1.1)

**1.**

**2.**

**3.**

**Question 14b. Identify how each of these difficulties may affect the person’s ability to relate to people and to form relationships with others.** (1.2)

**Question 14c. What is the term used by health and social care professionals to describe these three difficulties?**

**Question 15. People with autism can often be quite inflexible in their approach to tasks and some may prefer strict routines, becoming distressed when changes take place. Outline the difficulties this inflexibility can create for people with autism and the possible reasons why they may find it difficult to be flexible.** (1.3)

**Question 16. People on the autistic spectrum often experience sensory difficulties. Outline what these difficulties might be and how people with autism might be affected by them.** (2.4)

**Question 17. Describe why autism is considered as a ‘spectrum disorder’ and why people with autism display a wide variation in the type and extent of their characteristics and behaviours.** (2.2)

**Question 18. Explain the importance of recognizing that each person on the autistic spectrum is unique in relation to their:** (2.1)

**abilities:**

**needs:**

**preferences:**

**interests:**

**Question 19. People with autism may also have other conditions. Can you identify examples of two conditions which are commonly associated with autism?** (2.3)

**Question 20a. Describe five different behaviours that people with autism might display and for each one identify the possible reasons for these.** (3.1, 3.2)

|  |  |
| --- | --- |
| **Behaviour** | **Possible reasons for this behaviour** |
| **Behaviour 1:** |  |
| **Behaviour 2:** |  |
| **Behaviour 3:** |  |
| **Behaviour 4:** |  |
| **Behaviour 5:** |  |

**Question 20b. Describe the strategies you might use to help someone on the autism spectrum who is highly anxious or stressed.** (3.3)

**Question 21. Explain why you think that structure and routine designed to match their wishes and needs are so important to some people with autism.** (4.1)

**Question 22. Identify three sources of support for people with autism. One of these must be from a health and social care professional.** (4.2)

**Source of professional support:**

**Informal support 1:**

**Informal support 2:**

**Question 23. Explain why it is important that a person-centred and individual approach is used when working with people with autism and why it is particularly important to ensure that families and carers are involved.** (4.3)

**Question 24. Describe the methods you might use to ensure that the support that is provided both by you and by others is consistent and why this is particularly important for people with autism.** (4.4)

**Question 25. Describe the role you might play in helping someone with autism to develop their skills and knowledge and grow to their full potential.** (4.5)

**Question 26. Explain why it is important for you to be aware of the way in which you communicate on both a verbal and non-verbal level when communicating with someone who has autism.** (5.1)

**Question 27a. Identify aspects of the environment that the person may find themselves in which can act as barriers to communication.** (5.2)

**Question 27b. Describe how you might try to reduce environmental and other barriers to communication with someone who is on the autism spectrum.** (5.3)

**Question 28. Outline how you might use visual communication systems to assist in supporting someone with autism to communicate.** (5.4)

**Question 29. Identify who might be able to provide advice and support about effective communication for people who have autism and who also have learning disabilities.** (5.5)

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.