Level 2 Certificate in Preparing to Work in Adult Social Care

**Part C**

**Learner Contact Details:**

**Name:**

**Address:**

**Contact Number:**

**Email:**

**Learner Declaration:**

I can confirm that the answers in Part C 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 C or contact your Assessor/Tutor.**

**Unit 5: Introduction to duty of care in health, social care or children’s and young people’s settings**

**Q1. Define the term ‘duty of care’. (1.1)**

**Q2. Describe how duty of care can affect your role in adult social care. (1.2)**

**Q3. Describe two dilemmas that may arise between the duty of care and an individual’s rights. (2.1)**

**1)**

**2)**

**Q4. Explain where you could access additional help, support and advice to resolve dilemmas. (2.2)**

**Q5. Describe how to respond to complaints. (3.1)**

**Q6. Identify the main points of agreed procedures for handling complaints. (3.2)**

**Unit 6: Understand the role of the social care worker**

**Q1. Explain the difference between a working relationship and a personal relationship. (1.1)**

**a) Working relatonship**

**b) Personal relationship**

**Q2. Identify and describe different working relationships within a social care setting, giving three examples. (1.2)**

**1. Person:**

**Description of working relationship:**

**2. Person:**

**Description of working relationship:**

**3. Person:**

**Description of working relationship:**

**Q3. Describe why it is important to adhere to your agreed job role. (2.1)**

**Q4. Outline what is meant by agreed ways of working. (2.2)**

**Q5. Explain the importance of full and up-to-date details of agreed ways of working. (2.3)**

**Q6. Explain why it is important to work in partnership with others. (3.1)**

**Q7. Identify three different ways of working that can help improve partnership working. (3.2)**

**1.**

**2.**

**3.**

**Scenario: A service user in a day care setting is watching a programme in the common room. Another service user finds the programme offensive and wants the channel changed. An argument breaks out which begins to disturb other service users in the room.**

**Q8. Identify five skills and approaches you could use to resolve this conflict. (3.3)**

**1.**

**2.**

**3.**

**4.**

**5.**

**Q9. How and when would you access support and advice about: (3.4)**

**a) Partnership working**

**b) Resolving conflicts**

**Unit 7: Understand person-centred approaches in adult social care settings**

**Q1. What are person-centred values? (1.1)**

**Q2. Explain why it is important to work in a way that embeds person-centred values. (1.2)**

**Q3a. Describe how to find out the history, preferences, wishes and needs of an individual you support. (2.1)**

**Q3b. Describe how to take into account the history, preferences, wishes and needs of an individual when planning their care and support. (2.2)**

**Q4. Explain how using an individual’s care plan contributes to working in a person-centred way. (2.3)**

**Q5. Define the term ‘consent’. (3.1)**

**Q6a. Explain why it is important to gain consent when providing care or support to an individual. (3.2)**

**Q6b. Describe how you could establish consent for an activity or action. (3.3)**

**Scenario: Samantha has suffered from a stroke that has left her severely paralysed down her left side. She has also lost the ability to speak clearly. You have been asked to support Samantha with washing and dressing, but cannot gain consent to carry out these activities in the usual ways.**

**Q7. Explain what steps you would take to establish consent in this situation. (3.4)**

**Q8. Define what is meant by ‘active participation’ (4.1)**

**Q9. Describe how active participation benefits an individual. (4.2)**

**Q10. Describe ways of reducing barriers to active participation. (4.3)**

**Scenario: You are helping Scott with his housekeeping. His room needs to be cleaned and his washing needs doing.**

**Q11. Describe ways of encouraging active participation in this situation. (4.4)**

**Q12. Identify ways of supporting individuals to make informed choices. (5.1)**

**Q13. Explain why risk taking can be part of an individual’s choices. (5.2)**

**Q14. Explain how risk assessment processes are used to support an individual’s right to make choices. (5.3)**

**Q15. Why is it important that your own personal views do not influence an individual’s choices? (5.4)**

**Q16. Describe how you can support an individual to question or challenge decisions concerning them that are made by others. (5.5)**

**Q17. Explain how an individual’s identity and self-esteem are linked with their well-being. You may like to give an example to illustrate your answer. (6.1)**

**Q18. Describe attitudes and approaches that are likely to promote an individual’s well-being. (6.2)**

**Q19. How can you contribute to an environment that promotes well-being? Identify three ways that this can be achieved. (6.3)**

**1.**

**2.**

**3.**

Well done!

You have completed your Part C. Please check you

have answered all the questions and signed the learner

declaration on the front page before submitting to your

assessor/tutor.