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

**Part B**

**Learner Contact Details:**

**Name:**

**Address:**

**Contact Number:**

**Email:**

**Learner Declaration:**

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

**Unit 3: Introduction to personalisation in social care**

**Q1. Define the term ‘personalisation’ as it applies in social care. (1.1)**

**Q2. Explain how personalisation can benefit individuals. (1.2)**

**Q3. Explain the relationship between rights, choice and personalisation. (1.3)**

**Q4a. Identify at least two pieces of legislation that promotes personalisation. (1.4)**

**Example 1:**

**Example 2:**

**Q4b. Identify at least two national policy documents that promote personalisation. (1.4)**

**Policy 1:**

**Policy 2:**

**Q5a. List local system that are designed to support personalisation. (2.1)**

**Q5b. List national systems that are designed to support personalisation. (2.1)**

**Q6. Describe the impact that personalisation has on the process of commissioning social care. (2.2)**

**Q7. Explain how direct payments and individual budgets support personalisation. (2.3)**

**a) Direct payments**

**b) Individual budgets**

**Q8. Explain how each of the following support personalisation: (3.1)**

**a) Person-centred thinking**

**b) Person-centred planning**

**c) Person-centred approaches**

**Q9. Describe how personalisation affects the balance of power between individuals and those providing support. (3.2)**

**Q10. Give examples of how personalisation may affect the way an individual is supported from day-to-day. (3.3)**

**Q11. Analyse the skills, attitudes and approaches needed by those providing support or arranging services, in order to implement personalisation. (4.1)**

|  |  |  |
| --- | --- | --- |
| **Identify the skills, attitudes and approaches below** | **How is this useful for people who are providing support or arranging services** | **How does this help to put personalisation in to practice?** |
| **Skills****1.****2.** |  |  |
| **Attitudes****1.****2.** |  |  |
| **Approaches****1.****2.** |  |  |

**Q12a. Identify potential barriers to personalisation. (4.2)**

**Q12b. Describe ways to overcome the barriers to personalisation identified in Q12a in day-to-day work. (4.3)**

**Q13. Describe types of support that individuals or their families might need in order to maximise the benefits of a personalised service. (4.4)**

**Unit 4: Principles of positive risk-taking for individuals with disabilities**

**Q1. Identify aspects of everyday life in which risk plays a part. (1.1)**

**Q2. Identify aspects of everyday life in which, traditionally, individuals with disabilities were prevented or discouraged from taking risks. (1.2)**

**Q3. Outline the consequences for individuals with disabilities of being prevented or discouraged from taking risks. (1.3)**

**Q4. Explain how supporting individuals to take risks can enable them to have choice over their lives to: (1.4)**

**a) Gain in self-confidence**

**b) Develop skills**

**c) Take an active part in their community**

**Q5. Explain how a person-centred approach to risk assessment can have a more positive outcome than traditional approach. (2.1)**

**Q6. Identify the features of a person-centred approach to risk assessment. (2.2)**

**Q7. Describe ways in which traditional risk assessments have tended to have a negative focus. (2.3)**

**Q8a. Identify pieces of legislation which promote the human rights of individuals with disabilities. (3.1)**

**Q8b. Identify policies which promote the human rights of individuals with disabilities. (3.1)**

**Q9. Describe how to use a human rights based approach to risk management. (3.2)**

**Q10. Explain the connection between an individual’s right to take risk and their responsibilities towards themselves and others. (4.1)**

**Q11. Outline how duty of care can be maintained whilst supporting individuals to take risks. (4.2)**

**Q12. Describe ways on enabling individuals with disabilities to make informed choices about taking risks. (4.3)**

**Q13. Outline the particular challenges that may arise when supporting individuals to make decisions if they have had limited previous experience of making their own decisions. (4.4)**

**Q14. Explain the potential positive and negative consequences of the choices made about taking risks. (4.5)**

**a) Positive consequences**

**b) Negative consequences**

**Q15. Describe what action to take if an individual decides to take an unplanned risk that places themselves or others in immediate or imminent danger. (4.6)**

**Q16. Explain why it is important to record and report all incidents, discussions and decisions concerning risk-taking. (4.7)**

**Q17. Explain the importance of including risks in the individual’s support plan. (5.1)**

**Q18. Explain why it is important to review risk in the individual’s support plan. (5.2)**

**Q19. Outline why it is important to communicate and work in consistent way with all those supporting the individual. (5.3)**

**Q20. Describe ways of supporting individuals with disabilities to test out the risk they wish to take. (5.4)**

Well done!

You have completed your Part B. Please check you

have answered all the questions and signed the learner

declaration on the front page before submitting to your

assessor/tutor.