Level 2 Certificate in Understanding Cancer Support

**Assessment 2**

**Learner contact details:**

**Name:**

**Contact address:**

**Postcode:**

**Contact number:**

**Email:**

**Learner declaration**

I confirm that the answers in Assessment 2 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 2, or contact your Assessor/Tutor.**

**Assessment decision**

|  |  |  |  |
| --- | --- | --- | --- |
| Achieved | Date | Resubmit | Date |
|  |  |  |  |

**Assessor/Tutor comments:**

**Declarations:**

I 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 2.

Assessor/Tutor:

**Assessor/Tutor signature: Date:**

I agree that this learner has achieved all the requirements of the assessment criteria within Assessment 2.

Internal Moderator:

**Internal Moderator signature: Date:**

**Assessment guidance**

You must fully complete each of the questions within this assessment in order to achieve this init. 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:

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

Once your Assessor/Tutor has reviewed 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 assessment 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 jot 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 received from your Assessor/Tutor.

**Essentials for completing your assessments**

**✓** 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.

**✓** If you need any additional support, please contact your Assessor/Tutor.

**✗** Please do **NOT** write your answers in pencil.

**✗** Please do **NOT** use correction fluid within your workbook, e.g. Tippex.

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

**Key terms**

In order to meet the assessment criteria, it is important that you answer all questions completely. Take care to read the assessment question 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.

**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.

**Demonstrate:** You need to provide evidence of performance.

**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, once 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 of the assessments for the qualification, your Certificate will be requested from your Awarding Organisation and sent to you in recognition of your achievement.

Section 1: Introduction to cancer care and support

When working through the assessment, please complete the questions in your own words. You may wish to base your answers on any of the following:

* your current employer
* a previous employer
* an organisation that is familiar to you
* an organisation that you have researched
* information from the workbook

Question 1. Describe the contribution family members have in caring for and/or supporting individuals. (AC 1.1)

Question 2. Identify factors that may affect the level of involvement of family members. (AC 1.2)

Question 3. Describe dilemmas or conflicts that may arise when working in partnership with families. (AC 1.3)

Question 4. Describe the roles of five key people who may be involved within a cancer care team. (AC 2.1)

Question 5. Identify three organisations (national or local) that can offer help and information relating to cancer support and describe the range of services they can offer. (AC 2.2, 2.3)

|  |  |
| --- | --- |
| Name of organisation | Description of services offered |
| 1. |  |
| 2. |  |
| 3. |  |

Question 6. Explain how to access the additional support of others when supporting individuals with cancer. (AC 2.4)

Question 7. Give examples of the contribution that informal networks can make to supporting individuals affected by cancer. (AC 2.5)

Question 8. Explain how cancer can impact on the day-to-day life of an individual to include: (AC 3.1)

Financially:

Physical, cognitive, emotional and social wellbeing:

Legally:

Question 9. Describe the rights individuals have under current legislation in your home nation. (AC 3.2)

Question 10. Describe the current types of financial support that may be available to an individual with cancer and family members in your home nation. (AC 3.3)

Question 11. Identify a range of coping strategies to support emotional and mental wellbeing. (AC 4.1)

Question 12. Identify the benefits of using healthy coping strategies. (AC 4.2)

Question 13. Describe how a healthy coping strategy can help to support emotional and mental wellbeing. (AC 4.3)

Question 14. Describe ways in which individuals and others can be supported to overcome their fears. (AC 4.4)

Question 15. Describe the role of talking therapies in supporting emotional and mental wellbeing. (AC 4.5)

Question 16. Describe potential long-term effects of living with cancer. You should consider physical, financial and social effects. (AC 5.1)

Question 17. Describe ways in which the individual can monitor their own health. (AC 5.2)

Question 18. Give three examples of strategies that individuals can use to manage their condition. (AC 5.3)

1.

2.

3.

Question 19. Identify how technology can be used to support self-management. (AC 5.4)

Question 20. Describe how the experience of living with cancer affects individuals in different ways. (AC 5.5)

Section 2: Introduction to end of life care and bereavement care

Question 21. Describe the following factors that can affect an individual’s views on death and dying. (AC 1.1)

Social

Religious

Cultural

Spiritual

Psychological and emotional

Question 22. Explain how the factors relating to views on death and dying can impact on practice. (AC 1.2)

Question 23. Explain how the attitudes of others may influence an individual’s choices around death and dying. (AC 1.3)

Question 24. Describe the terms ‘end of life care’ and ‘palliative care’. (AC 2.1)

End of life care:

Palliative care:

Question 25. Explain the aims and principles of end of life care. (AC 2.2)

Principles:

Aims:

Question 26. Explain the purpose of an Advance Care Plan. (AC 2.3)

Question 27. Explain how mental capacity, advocacy and decision-making are related to end of life care. (AC 2.4)

Question 28. Describe six sources of support available to meet the needs of individuals and others at the end of life. (AC 2.5)

1.

2.

3.

4.

5.

6.

Question 29. Explain what is meant by loss and grief. (AC 3.1)

Question 30. Describe the stages of grief as identified by Elisabeth Kubler-Ross. (AC 3.2)

Question 31. List six factors that can affect the intensity and duration of a person’s grief. (AC 3.3)

1.

2.

3.

4.

5.

6.

Question 32. Give eight examples of how people may respond to loss and show their grief including examples of emotional, cognitive, physical and social responses. (AC 3.4)

1.

2.

3.

4.

5.

6.

7.

8.

Question 33. Identify ways to manage own feelings in relation to an individual’s dying or death, including the support you might access from others. (AC 3.5)

Please now click on the link below to complete our end of course survey.

<https://forms.office.com/Pages/ResponsePage.aspx?id=C6Q769zl-U25AggHzS2CvwaWX-Y6t-9Pr_iYSPLETudURjEwSkVFQUE3NlhSOE0wNExQTjBQWlgxUC4u>

Well done!

You have completed your Assessment 2. Please check that you have answered all the questions and signed the learner declaration on the front page, before submitting to your Assessor/Tutor.