



Rewarding Learning

ADVANCED
General Certificate of Education
January 2013

Health and Social Care

Assessment Unit A2 9

assessing

Unit 9: Providing Services

[A6H31]

TUESDAY 22 JANUARY, MORNING

**MARK
SCHEME**

- 1 (a) Write down three ways voluntary organisations might receive funding. (AO1)

Answers should include three of the following:

- lottery
- street collections
- bequests
- fundraising events
- government contracts
- sponsorships
- donations
- proceeds from charity shops
- grants from businesses or government.

(3 × [1])

[3]

- (b) Write down two **different** ways each of the following practitioners might support service users with learning disabilities. (AO1, AO2)

A speech therapist

Answers may address two of the following:

- responsible for assessing service user's communication needs
- develops a programme of therapy to improve service user's speech
- may help service users to communicate in other ways, e.g. Makaton
- may help service users with swallowing problems that they may experience as a result of physical disability
- will write reports on service user's progress in communicating
- liaises with other professionals or makes referrals, e.g. to social worker
- may attend a case conference to contribute to care planning for service users
- may involve service user's family in programmes relevant to the service user's communication
- monitors progress and changes treatment if required.

[1] for each way

(2 × [1])

[2]

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An occupational therapistAVAILABLE
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Answers may address two of the following:

- may provide care and support relevant to improving independence
- may visit service user's home and carry out an assessment of what needs to be done to facilitate living at home, such as installation of grab handles in a shower, stair lift, etc.
- may teach service users skills necessary for maximum independence, e.g. shaving and dressing or work related skills
- may provide service users with aids, e.g. special cutlery
- may do activities with service users, e.g. art
- will write reports and document service user's progress in learning and development
- liaises with other professionals, e.g. social worker
- may attend a case conference to contribute to care planning for service users
- may organise work placements
- encourages independence, thus empowering individuals
- give advice to family on ways to manage learning disability.

[1] for each way

(2 × [1])

[2]

A social worker

Answers may address two of the following:

- makes decisions about living accommodation in conjunction with service users and their families
- helps to organise employment opportunities for service users with learning disabilities
- assists service users with accessing benefits
- organise multi-disciplinary meetings/conferences
- assists service users with gaining access to day centres or educational facilities
- advocates on behalf of service users with learning disabilities
- provides information to service users and their families in relation to a wide range of issues, e.g. coping with behavioural problems, diet, developing independence
- carries out an assessment of need
- draws up a care plan (also accept any one aspect of the care planning cycle)
- liaises with other practitioners on the multi-disciplinary team
- visit service user in own home surroundings
- manage any concerns about abuse
- provides emotional support for counselling
- provides opportunities for social interaction
- organises respite care.

[1] for each way

(2 × [1])

[2]

Candidates may use examples other than those identified above – these may be accepted if they are relevant and valid.

- (c) Discuss how the following may help to raise the standard of service provision in settings which provide care for service users with learning disabilities. (AO1, AO2, AO3)

Feedback from family and friends of service users helps to raise standards by

- providing a means such as a suggestion/comment box for staff to listen to suggestions by family and friends of service users about how care services could be improved
- gives family members a route to make their feelings known so changes can be made to improve the services
- allows family to advocate on behalf of service users with learning disabilities so that services can achieve high standards
- positive feedback can motivate staff and boost morale leading to good quality care being provided.

[1] for key phrase(s), [2] for explanation, [3] for fuller discussion
(1 × [3]) [3]

Inspections help to raise standards by

- requiring service providers to comply with identified standards/targets set for improvement for follow up
- having the authority to close down providers who are not demonstrating that they can operate at an acceptable standard
- providing support and advice to organisations providing care about best practice so that service users can experience quality care and treatment
- identifying key areas for organisations to focus on such as environment, food, cleanliness
- inspections may be unannounced which may mean standards of care are maintained due to staff wanting to ensure quality care provision if inspectors arrive
- inspections may identify areas of good practice which can motivate staff and morale leading to continued provision of quality care
- reports from inspections are made available to public, these recognise good practice and may lead to an increase in numbers using the service, so it is in the best interests of providers to ensure high standards and thus inspections can help to raise standards
- inspections can lead to competition between providers to perform well and outcome can be improvements in standards of care for users.

[1] for key phrase(s), [2] for explanation, [3] for fuller discussion
(1 × [3]) [3]

Candidates may use examples other than those identified above – these may be accepted if they are relevant and valid.

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- (d) Discuss **four** weaknesses of the voluntary sector providing care and support for service users with learning disabilities. (AO1, AO2, AO3, AO4)

Weaknesses of voluntary sector providing care

Answers may address any four of the following points:

- those who work in voluntary sector may not be trained and this can be a problem when dealing with vulnerable service users, e.g. may not understand the nature of an individual's learning disability
- voluntary organisations may be unreliable because of funding difficulties and so may be available one month but not the next so service users with learning disabilities can be let down
- there can be a lack of accountability in some voluntary sector organisations because they are subject to less scrutiny than public sector services and this can mean that services are not properly managed
- funding may be abused by managers which may mean that money raised is not always spent on the service users with learning disabilities
- provision of services by voluntary sector organisations may be "patchwork", this means the service may be available in some areas but not in others so some service users with learning disabilities cannot gain access
- service users with learning disabilities may be at greater risk of being abused as voluntary sector may not be as closely regulated as services in the statutory or private sectors
- there may be a lack of staff, may be due to short-term contracts, to provide support so service provision may be inconsistent/unreliable for users causing lack of trust in sector.

All other valid points will be given credit

[0] will be awarded for a response not worthy of credit

Level 1 ([1]–[3])

Overall impression: basic understanding

- displays limited knowledge of the weaknesses of the voluntary sector providing care and support for service users with learning disabilities
- there is limited discussion
- answers which list four weaknesses or discuss only one will score at this level
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

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Level 2 ([4]–[6])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of the weaknesses of the voluntary sector in providing care and support for service users with learning disabilities
- there is adequate discussion
- at the top of this mark band candidates should discuss at least two weaknesses of the voluntary sector providing care and support for service users with learning disabilities
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([7]–[9])

Overall impression: competent knowledge and understanding

- displays competent knowledge of the weaknesses of the voluntary sector providing care and support for service users with learning disabilities
- there is competent discussion
- at the top of this mark band candidates should discuss at least three weaknesses of the voluntary sector in providing care and support for service users with learning disabilities
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

Level 4 ([10]–[12])

Overall impression: highly competent knowledge and understanding

- displays excellent knowledge of the weaknesses of the voluntary sector providing care and support for service users with learning disabilities
- at the top of this mark band candidates should provide a highly competent discussion of all four weaknesses of the voluntary sector providing care and support for service users with learning disabilities
- quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear. [12]

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- 2 (a) Explain two reasons for the demographic trend of an increase in the number of service users with learning disabilities. (AO1, AO2)

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Answers may include any two of the following points:

- increase in numbers of service users with learning disabilities due to improvements in ante-natal care
- increased life expectancy of service users with learning disabilities partly due to better medical care, improved nutrition
- improved survival rates for babies born with severe disabilities and pre-term babies due to investment in research and specialist equipment
- increase in numbers being diagnosed with learning disabilities such as dyslexia and autism has meant an increase in numbers recorded as having a learning disability
- improved understanding of learning disability in families, schools and communities and amongst professionals leading to improved diagnosis, treatment and support.

All other valid responses will be given credit

[1] for key phrase(s), [2] for explanation

(2 × [2])

[4]

- (b) Discuss three ways SENDO has helped to improve the educational experience of children with learning disabilities. (AO1, AO2, AO3)

Answers may include the following points:

- SENDO gives children with learning disabilities the right to attend mainstream school – this boosts self-esteem and helps to reduce stigma and discrimination associated with learning disabilities
- requires schools to appoint a SENCO – responsible for ensuring the needs of children with learning disabilities are met
- SENDO provided a route for parents to challenge provision if they were not happy
- SENDO requires schools to have a policy for special needs within the school and this means that the needs of children with special educational needs should be properly identified
- SENDO led to major investment in resources in schools with the result that children with special needs had access to specialist equipment and resources such as IT equipment
- SENDO led to staff training so staff were properly trained to meet the needs of the children in their care
- buildings were required to provide access for children with disabilities including learning disability such as loop systems which meant children with special needs were able to integrate into main stream schools and learn
- SENDO led to the employment of more teaching and support staff in schools which meant that specialist care required by children with learning disabilities was available
- SENDO requires all schools to have appropriate policies and procedures which further protected children with special needs and enhanced their experience of education
- SENDO requires curriculum changes to be made to meet the needs of children with learning disabilities, this enabled them to enjoy an improved educational experience

- SENDO requires schools to provide an annual review for children with “statements” of need which means that they are more likely to have their educational progress properly monitored and so more likely to have their needs met.

All other valid responses will be given credit

[1] for key phrase(s), [2] for explanation, [3] for fuller discussion
(3 × [3]) [9]

- (c) Discuss how the following needs of children with learning disabilities might be met by staff in a school. (AO1, AO2, AO3, AO4)

Emotional needs could be met by

Answers may address the following points:

- staff spending time with children to help them feel valued
- giving children praise and encouragement when appropriate to meet esteem needs, e.g. prize giving
- supporting them to make friends to boost their confidence
- organising activities in which they are actively involved to give them a sense of belonging
- involve families where appropriate, e.g. to help the child cope with emotions
- allow children to express themselves through play to help them express feelings
- allow them to make decisions where appropriate to meet esteem needs
- reward systems to encourage them to feel they are achieving
- maintaining records of progress for each child to boost their self-esteem
- allowing them to make decisions where appropriate
- listening to needs of children.

[1] for key phrase(s), [2] for explanation, [3] for fuller discussion
(1 × [3]) [3]

Social needs could be met by

Answers may address the following points:

- staff supporting children to develop friendships and to interact with other children through play
- organising outings and fun days so that children get to do things and go places
- organising group work activities where children are required to work alongside others to complete activities
- providing extra-curricular activities that encourage social interaction, e.g. art club, football.

[1] for key phrase(s), [2] for explanation, [3] for fuller discussion
(1 × [3]) [3]

Intellectual needs may be met byAVAILABLE
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Answers may address the following points:

- staff delivering a suitable curriculum for the children
- staff ensuring that children are provided with material which is sufficiently stimulating
- staff ensuring that activities are appropriate to children's intellectual development
- staff encouraging a culture of questioning in children
- providing additional one-to-one support
- providing specialist resources and equipment
- identifying an IEP and adhering to it.

All other valid responses will be given credit

[1] for key phrase(s), [2] for explanation, [3] for fuller discussion
(1 × [3]) [3]

- (d)** Discuss **four** ways rationing services can impact on the lives of people with learning disabilities. (AO1, AO2, AO3, AO4)

Answers may address any four of the following points:

- may not get the chance to enjoy experiences such as holidays
- health may deteriorate
- needs may not be met
- may have to move to another area to access services
- may become a burden on families
- may experience isolation because day centres, etc. are not available for them to attend
- may find it difficult to occupy themselves – this may affect their ability to cope with their condition
- may take their frustrations out on carers – physical violence
- may end up being abused by carers who feel overburdened
- may not get the chance to live independently
- may be forced to make payment for services in private sector which can be very expensive, e.g. for help with dyslexia.

All other valid responses will be given credit

[0] will be awarded for a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic understanding

- displays limited knowledge of the impact of rationing care services on service users with learning disabilities
- there is limited discussion
- answers which list four ways or discuss one way will score at this level
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of the impact of rationing care services on service users with learning disabilities
- there is adequate discussion
- at the top of this mark band candidates should discuss at least two ways rationing care services can impact on service users with learning disabilities
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent knowledge and understanding

- displays competent knowledge of the impact of rationing care services on service users with learning disabilities
- there is competent discussion which demonstrates understanding of the characteristics of learning disabilities
- at the top of this mark band candidates should discuss at least three ways rationing care services can impact on service users with learning disabilities
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

[12]

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- 3 (a) Write down three ways service users with learning disabilities living in the community may access services. (AO1)

Answers may address any three of the following:

- self-referral, e.g. ringing up to make an appointment – need to make it clear that only service users with mild learning disabilities would be able to do this
- professional referral, e.g. from G.P. to consultant
- third party referral, e.g. a family member contacting a professional or voluntary service
- compulsory referral, e.g. where there is a risk of self-harm, detention may take place
- emergency referral, e.g. a social worker could refer to a place of safety if service user is at risk
- recall, e.g. asked to come back for a follow-up appointment.

[1] for each way

(3 × [1])

[3]

- (b) Discuss how three barriers to accessing services for people with learning disabilities may be broken down. (AO1, AO2, AO3)

Answers may address three of the following points:

- **psychological barriers** such as fear or embarrassment – may be broken down by reducing stigma related to seeking help, by reassuring service users that they are not alone in their needs, by initiatives in schools or communities to encourage those who need help and support to access it, use of advocacy services
- **physical barriers** such as transport – may be broken down by provision of equipment, e.g. phone equipment, buzzers, provision of bus/taxi, etc.
- **financial barriers** such as affordability – may be broken down by providing care and support free at point of delivery, fundraising, nominal fees for a service, such as meals on wheels, etc.
- **knowledge barriers** such as awareness – may be broken down by provision of information in user friendly format, e.g. Braille, audio cassette, large print, by greater circulation of information, by providing information sessions at community level
- **geographical barriers** such as location – may be broken down by 24 hour help lines, provision of bus services, etc.
- **communication barriers** – may be broken down through use of advocates and by use of sign language, Makaton, etc.
- **cultural barriers** such as language barriers – may be broken down by providing information in different languages.

[1] for key phrase(s), [2] for explanation, [3] for discussion

(3 × [3])

[9]

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- (c) Explain three arguments in favour of and three arguments against community care provision for service users with learning disabilities. (AO1, AO2, AO3)

Arguments **in favour** of community care for service users with learning disabilities

Answers may address three of the following:

- normalisation/avoids effects of institutionalisation
- social integration
- reduction in stigma associated with disabilities
- promotes positive self-esteem
- promotes independence
- sustains family and social contacts
- promotes empowerment
- service users able to stay at home in family environment
- enables full assessment of service users' needs
- enables individuals to access support from a range of sectors.

[1] for key phrase(s), [2] for explanation of each way
(3 × [2])

[6]

Arguments **against** community care for service users with learning disabilities

Answers may address three of the following:

- patchwork provision
- lack of funding to implement it properly
- lack of support for service users in the community
- poor risk assessment leading to increase in accidents
- failure to support service users in the community
- not suitable for service users with very severe problems
- not enough staff to implement properly
- service users may experience isolation/feel they are prisoners in their own homes
- carers may not be properly trained
- informal carers may feel overburdened – impacts on ability to care
- increased vulnerability to abuse
- some services in community unreliable
- service users find it difficult to cope in the community
- care provided can be inflexible – carers arrive too early
- specialist equipment may not be available in the community so that needs may not be fully met.

All other valid responses will be given credit

[1] for key phrase(s), [2] for explanation of each way
(3 × [2])

[6]

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- (d) Evaluate the impact of private sector care on the lives of service users with learning disabilities. (AO1, AO2, AO3, AO4)

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Advantages or strengths of private sector care

Answers may address the following points:

- private sector organisations can set up to meet specific needs
- can become a provider with great expertise in relation to a particular disability
- private sector provides choice and gives service users and families opportunities for better care
- inspection process which private sector is obliged to comply with can help to ensure quality care is provided
- reputation is important as sector needs to attract service users so may mean quality of care is high
- flexible visiting times in residential accommodation encourages contact with families to be maintained/flexible appointment to suit needs of service users
- helps to reduce feeling of being a burden on family
- provides respite care so service users and families can have some “time out”
- provides opportunity for social interaction and communication with others whereas if at home service users become isolated
- may provide a more pleasant environment for service users
- structured days – gives service users with learning disabilities routine and stability
- less bureaucracy – service users may not have to wait for treatment
- competition between service providers can raise standards so service user gets good care.

Disadvantages or weaknesses of private sector care

Answers may address the following points:

- costs may be cut in order to maximise profit and so service users may not get the best care
- high staff turnover can be unsettling for service users
- cost involved may mean some service users are not able to access potential expertise available and this can be detrimental for service users and their families
- facility can close if not profitable and this can leave service users without support
- may prevent social integration – living with others who also have learning disabilities may not improve acceptance of disability within society
- staff may not get same opportunity for training opportunities as in statutory sector due to financial reasons – managers may be reluctant to spend money on training
- relationships with carers may be more formal, less loving than homecare

- risk of infections spreading due to numbers of vulnerable clients, e.g. swine flu
- may be a greater risk of abuse on private care compared to being looked after at home by own family.

All other valid responses will be given credit

[0] is awarded to a response not worthy of credit

Level 1 ([1]–[4])

Overall impression: basic understanding

- displays limited knowledge of the impact of private sector care on the lives of service users with learning disabilities
- there is no/limited evaluation
- answers which focus **only** on advantages **or only** on disadvantages cannot achieve beyond this band
- quality of written communication is basic. The candidate makes only a limited attempt to select and use an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.

Level 2 ([5]–[8])

Overall impression: adequate knowledge and understanding

- displays adequate knowledge of the impact of private sector care on the lives of service users with learning disabilities
- there is adequate evaluation
- answers at the top of this mark band will discuss more than one advantage **and** more than one disadvantage
- quality of written communication is adequate. The candidate makes a reasonable attempt to select and use an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning evident.

Level 3 ([9]–[12])

Overall impression: competent knowledge and understanding

- displays competent knowledge of the impact of private sector care on the lives of service users with learning disabilities
- there is competent evaluation and clear understanding of the needs of service users
- at the top of this mark band candidates should discuss a range of both advantages and disadvantages
- quality of written communication is competent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a high standard and ensure that the meaning is clear.

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Level 4 ([13]–[15])

Overall impression: highly competent knowledge and understanding

- displays excellent knowledge of the impact of private sector care on the lives of service users with learning disabilities
- there is highly competent discussion and clear understanding of the needs of the service users
- at the top of this mark band candidates should provide a highly competent discussion of a range of both advantages and disadvantages
- quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is extremely well organised with the highest degree of clarity and coherence. There is extensive and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of the highest standard and ensure that meaning is absolutely clear.

[15]

TotalAVAILABLE
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100