

Introductory awareness of inclusion and disability

Assessment marking guide

F/602/6191

4230-103



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Assessor guidance

Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx

What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

Marking guidance

Task A: Leaflet
<p>Explain what the term 'inclusion' means.</p> <p>Candidates must explain the term inclusion in their own words. Points to cover include:</p> <ul style="list-style-type: none">• recognises and celebrates diversity• recognises the individuality of each person• enables participation through practical measures• enables participation through positive attitudes and approaches. <p>Any other acceptable answer.</p>
<p>Show how inclusion is an important part of the principles and values of health and social care.</p> <p>Candidates must show how the values and principles underpinning health and social care relate to inclusion and inclusive practice, in ways such as:</p> <ul style="list-style-type: none">• diversity awareness promotes an understanding of how each individual has unique needs• person-centred approaches recognise the right of the individual to make choices and decisions• partnership working promotes the provision of information and services that people can access in a way and at a time to suit their needs. <p>Any other acceptable answer.</p>
<p>Explain what the term 'disability' means.</p> <p>Candidates must explain the term disability in their own words. Important points to consider include:</p> <ul style="list-style-type: none">• disability is not the same as impairment• disability generally relates to impairments and a limited ability to participate in certain activities or aspects of day to day life• disabilities may relate to physical, sensory, cognitive or emotional aspects of an individual's life. <p>Any other acceptable answer.</p>

Identify the barriers in your local area that may prevent inclusion.

Candidates must identify a range of potential barriers to inclusion in their local area.

Examples might include:

- physical barriers such as raised kerbs, steps, no loop system in public places, ramps that are too steep for wheelchair users to navigate unaided
- attitudinal barriers such as reluctance to meet the needs of individuals with specific needs, language used to describe impairments often used as an insult.

Any other acceptable answer.

Suggest ways that these barriers can be overcome.

For each barrier identified, the candidate must give realistic suggestions on how they may be overcome.

Examples include:

- installation of systems or facilitates to meet specific needs
- mending pavements or reducing kerbs
- education and challenges to inappropriate language
- involving people with specific needs in designing new establishments.

Any other acceptable answer.

Describe behaviours that would help to promote inclusion.

Candidates must describe, with examples, different behaviours that promote inclusion.

Examples include:

- use of suitable and respectful language
- asking individuals with specific needs about their personal preferences and requirements
- avoiding being patronising
- recognising that the individual is the expert on their own needs
- challenging exclusive activities or practice.

Any other acceptable answer.

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