

Introduction to physical disability

Assessment marking guide

H/506/0257

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Introduction to physical disability

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.

Note on marking guidance for Task A

The language used within the marking guidance of this specific task is unlikely to reflect that used by candidates taking this Level 1 unit/assessment, as it is often a gradual process in understanding the attitudes and values involved. Candidates are instead likely to express their answers in a far simpler form, and perhaps with less detail, but they should not be penalised for this.

However, it is important that candidates' answers about choice, independence etc do not simply refer to decisions about whether the individual may have tea or coffee etc. Tutors/ assessors should use their discretion in determining how closely the answers provided by candidates relate in substance to those provided below.

Task A:	Case study
<p>Identify the different ways that the cafe had a disabling effect on Mark.</p> <p>Candidates should refer to other people's attitudes as well as the physical environment.</p> <p>The café owner does not facilitate Mark's individual needs and has excluded him on the grounds of his disability (because he uses a wheelchair). This is an example of seeing his disability rather than him as a person and has restricted Mark's choice.</p> <p>The environment is not designed for wheelchair users and so Mark is excluded because he cannot access it with the equipment he needs in order to be mobile. Exclusion from physical environment means that Mark can't access the same services and facilities that other members of society can.</p>	
<p>Outline what changes the cafe owner could make that would be more enabling to people with different disabilities.</p> <p>Examples may include:</p> <ul style="list-style-type: none">• welcoming all customers and seeing them as people first, not their disability• providing adequate space so that the wheelchair is not blocking access• providing easy access for wheelchair users• making reasonable adjustments to facilitate the wheelchair• attend awareness-raising training• comply with legislation that requires organisations to consider equality when planning and delivering services• involve representative groups in planning services. <p>Any other acceptable answer.</p>	

Task B:	Leaflet
Examples of the causes of different physical disabilities.	
Examples include: <ul style="list-style-type: none">• stroke• cerebral palsy• acquired brain injury• paraplegia• arthritis• multiple sclerosis• Parkinson's disease.	
Any other acceptable answer.	
An outline of why it is important to promote independence of people who have different physical disabilities	
Examples may include: <ul style="list-style-type: none">• dignity• inclusivity• access to services and facilities• being in control of own life• empowerment and enablement• skills development.	
Any other acceptable answer.	
Why it is important to value an individual with a physical disability as a person first.	
Candidates should show that it is important to look beyond a disability and recognise the person's individuality, strengths and abilities. Valuing each individual as a person first is essential in person-centred care and partnership work, and involves being aware of individual aspirations and preferences so they can actively participate in decisions made about their care.	
Two examples of person-centred practice relating to people with different physical disabilities.	
Examples include: <ul style="list-style-type: none">• getting to know an individual and their likes, dislikes and what is important to them• approaching situations from the viewpoint of the person with a disability• providing information and support for decision-making• respecting decisions made that others may think are unwise.	
Any other acceptable answer.	

Two examples of ways that an individual with a physical disability can be in control of the support they need to meet their needs.

Examples include:

- being involved in decision-making about their care and support
- providing information to enable them to make informed decisions
- representative and support groups for people with a disability
- personal budgets
- person centred approaches.

Any other acceptable answer.

Two examples of how discriminatory behaviour can be challenged.

Examples include:

- direct challenge to people who act in a discriminatory way
- making complaints
- awareness-raising campaigns or events
- acting as a role model and demonstrating non-discriminatory and inclusive practice.

Any other acceptable answer.

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