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EXEMPLAR

CANDIDATE WORK

UNIT HSC 025

THE ROLE OF THE HEALTH AND
SOCIAL CARE WORKER

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INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit HSC 025, The role of the health and social care worker.

This exemplar evidence should be considered alongside the unit requirements, the Learning Outcomes and Assessment Criteria. This content has been selected by the OCR Chief External Verifier for the Health and Social Care Diplomas, to illustrate how the assessment criteria are applied, and to provide some commentary on what factors contributed to the final outcome.

The exemplar candidate evidence is intended to demonstrate how criteria have been met and are supported by a commentary. While the exemplars are intended to be useful in interpreting the specification's Assessment Criteria, they should in no way be regarded as definitive evidence.

This resource is provided for advice and guidance only.

EXEMPLAR UNIT: HSC 025 – THE ROLE OF THE HEALTH AND SOCIAL CARE WORKER.

UNIT PURPOSE

- Introduces working relationships in health and social care
- Raises awareness of the required skills to be able to work in ways that are agreed with the employer
- Raises awareness of the required skills to be able to work in partnership with others

EVIDENCE FOR LEARNING OUTCOME 1

UNDERSTAND WORKING RELATIONSHIPS IN HEALTH AND SOCIAL CARE

Assessment Criteria:

AC1.1 – **Explain** how a working relationship is different from a personal relationship

Extract from **Written Questioning:**

Written Question: 'Explain how a working relationship is different from a personal relationship':

Response:

'...Working relationships are based on formal policies and procedures and agreed ways of working; these are bound by contracts of employment and have codes of practice to be followed – working relationships are professional based. My responsibility as a care assistant is to deliver very high standard services to individuals. This includes support for everyday living. For example, bathing, dressing, personal hygiene and general domestic task. When I am carrying out all these, I do remember person centred values and this helps me to be able to do what is right for the client or what the client wants. Before carrying any activities for the day, I do go through my clients care plan; follow the team meetings to get all the information about the clients and the changes. For example if I have arranged with my client that he or she had to have a shower, then when the time comes they change their mind, it is for me to agree with them because it's their right to change their mind. At this stage we communicate together and sort something else for another day.

Personal relationships are based on emotions and are informal. In personal relationships you often share support between each other and feelings and thoughts as you can be who you are with family or friends. Personal relationships involve doing things together outside of work...'

COMMENTARY FOR EVIDENCE FOR AC 1.1

- **Assessment Method:** The assessor has used an open and direct **written question** with this learner 'Explain how...' this encourages the learner to think about the differences between working and personal relationships. The assessment method is **valid** as it measures the learner's understanding and knowledge of working and personal relationships.
- **Quality of Evidence:** The learner's response is of a good quality because the learner provides details of a range of differences between personal and working relationships and shows own understanding of both: *'Working relationships are based on formal policies and procedures and agreed ways of working; these are bound by contracts of employment and have codes of practice to be followed – working relationships are professional based....! Personal relationships are based on emotions and are informal.'* When describing working relationships the learner reflects on own role and shares the aspects of own working relationship as a care assistant'
- **Breadth of Evidence:** The learner has given a detailed account of personal and working relationships. The learner's evidence **meets AC1.1 fully** in terms of providing an **explanation** of how a working relationship is different from a personal relationship.

Assessment Criteria:AC1.2 – **Describe** different working relationships in health and social care settingsExtract from **Written Questioning:**

Written Question: 'Describe different working relationships in health and social care settings':

Response:

'The care assistant role is to make sure that every support they give to individuals is according to their agreed plan of care; it is their role to provide the client with good quality of care. They can only do this by involving the individuals in all decision making and encouraging both their participation and feedback about the service they are given. It is their role to keep communication going in the care sector, for example, communicating with individuals about their life whenever they want to...'

The role of a care home manager is to fulfil the role of a registered manager with 24 hour responsibility for managing all services. The care home manager makes sure that consent is established before any care is provided to the individuals. They ensure enough help is given to the individuals, who cannot make decisions by themselves. They make sure everyone who works in their organization, provides care to individuals in a person centred manner. It is their responsibility to make sure roles are followed... They encourage all those who give care to document all the information they have including any enquires by the individuals. This keeps the organization going...care managers provide motivation, guidance and professional leadership to all team members.

Individuals need some support and encouragement from the care assistant so that they can participate fully every day. They also help the care assistants by discussing with them and reminding them about the things they previously did. Some individuals seek support of an advocate to ensure that they are able to complete their assessments and make their plans.'

COMMENTARY FOR EVIDENCE FOR AC 1.2

- **Assessment Method:** The assessor has used an open and direct **written question** with this learner 'Describe...' this encourages the learner to think about the different working relationships that there are in health and social care settings. The assessment method is **valid** as it measures the learner's understanding and knowledge of working relationships.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well on three different working relationships in health and social care settings – care assistant, care home manager and individuals being supported. The learner details well the different requirements related to each of these working relationships.
- **Breadth of Evidence:** The learner has given a detailed account of different working relationships. The learner's evidence **meets AC1.2 fully** in terms of providing a **description** of different working relationships in health and social care settings.

EVIDENCE FOR LEARNING OUTCOME 2

BE ABLE TO WORK IN WAYS THAT ARE AGREED WITH THE EMPLOYER

Assessment Criteria:

AC2.1 – **Describe** why it is important to adhere to the agreed scope of the job role.

Extract from Personal Statement:
Personal Statement: 'Describe the importance of adhering to the different activities that you are required to complete as part of your job'
Response:
<p><i>'As a care assistant I get to know what the individual can do for themselves and what they need support with. For example, eating, drinking, mobility, being safe and personal care. It is also a care assistant's role to record any views individuals have. Every individual has the right to be supported to make their own decision either themselves or through someone else like an advocate..</i></p> <p><i>When I am helping individuals to communicate what they want in their life, I do carry out my role in the best interest of the person I am supporting. Different people need things to be done differently and this is because we are all different. Individuals can choose how they want to live their life; my role is to support them, not to tell them what they should do...</i></p> <p><i>I know that working with individuals is about working together rather than one part dictating everything. As a carer I do support individuals to receive care in a person centred manner, this is by putting the person at the heart of delivering support... for example, there are some people who like having showers after every other day. Others prefer to have showers every day, in this case I do what they want to be done not treat them as a group. I like encouraging individuals to do things for themselves as much as possible, when clients are included in every sort of care they are given, they do want to participate more. This is because the care they are given is their own choice.</i></p> <p><i>Treating individuals with dignity and respect is my first priority - having these values and taking them on board guides me to do everything right and prevent abuse from happening, as required by my job, my employer and the law. ..This helps me to provide services at a time and in a way that suits individuals.'</i></p>

COMMENTARY FOR EVIDENCE FOR AC 2.1

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to express own understanding of adhering to the agreed scope of own job role. The assessment method is **valid** as it measures the learner's understanding and knowledge of the importance of adhering to the agreed scope of own job role.
- **Quality of Evidence:** The learner's response is of a good quality as the learner provides a detailed account of the importance of adhering to the different activities that are required to complete as part of own job. The learner's personal statement is placed firmly in the context of own health and social care setting and numerous examples of different activities are included and reflected on to evidence the importance of adhering to the agreed scope of own job role: *'Treating individuals with dignity and respect is my first priority, having these values and taking them on board guides me to do everything right and prevent abuse from happening, as required by my job, my employer and the law. ..This helps me to provide services at a time and in a way that suits individuals.'*
- **Breadth of Evidence:** The learner has provided a detailed account of the importance of adhering to own job role. The learner's evidence **meets AC2.1 fully** in terms of **describing** why it is important to adhere to the agreed scope of the job role.

Assessment Criteria:AC2.2 – **Access** full and up to date details of agreed ways of workingAC2.3 – **Implement** agreed ways of working**Extract from Observation 1:****Observation 1:**

'I observed the learner as she asked the team leader for the key to the confidential cabinet and took out a folder marked Mrs W. She read through the care plan of the service user and her risk assessment to acquaint herself with the service user's communication needs and preferences, her history, values, traditions, needs, preferences and the amount of support she requires with activities including supporting her with managing continence... She read through it and returned it to the cabinet, locked the cabinet and returned the key to her team leader.

The learner informed her team leader that she was going with me to acquaint me of the fire safety procedure and induction of the building from where she would go to the service user's flat to support her with personal care and grooming. She explained that she had to let someone know where she would be for safety reasons. The learner showed me the fire exits in the home and explained and showed me the home's fire procedures, including the assembly point...

Having obtained the individual's consent for the activity, the learner left to prepare the commode and bathroom. She put on her apron and a pair of gloves for infection control and ensured that the toilet and bath were clean...

The learner called her colleague and brought the hoist and sling for the transfer and the wheelchair which she explained that the service user uses. She read through the care plan, moving and handling guidelines and risk assessment of the service user and explained that referencing these was important as is reading through the home's manual handling policy and going on training as she would not use unapproved ways to move and position service users. She further explained that the key principles of moving and handling are where possible to not manually lift, assess the risks and then use equipment provided with the right technique and support of the individual being moved. I observed as she examined the wheelchair, hoist and sling for safety. She also explained the manoeuvre and the reason for it and obtained the individual's consent for the transfer and encouraged her to help too...

Finally, the learner recorded all these activities clearly and accurately with the time and date in the appropriate records, signed them explaining that this is in according to her organisation's reporting and confidentiality policies and procedures and showed me these to explain that this is expected of her in her job role as a health and social care worker so that information can be shared by all that are involved in the person's care on a need to know basis and then returned them to the cabinet explaining that this was in line with organisational and legal requirements on confidentiality.'

Extract from Observation 2:**Observation 2:**

'I observed the learner with her manager as they held the learner's supervision. She discussed an incident she was involved in with her manager and her need to have a refresher course on first aid administration. They discussed training and development opportunities. Her manager discussed the improvement on her performance after the last training she attended on managing challenging behaviour.

They also went through her updated supervision record, appraisal and training records. The manager explained that she was satisfied with the way she carried out these activities.'

COMMENTARY FOR EVIDENCE FOR ACS 2.2 AND 2.3

- **Assessment Method:** The assessor has used direct **observation** of the learner's practice to meet these criteria. The **observations** have been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to accessing and implementing agreed ways of working.

This assessment method is **valid** as it measures the learner's skills in being able to work in ways that are agreed with the employer.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. In both observation extract the assessor details how the learner accesses relevant documentation about the service user (the care plan, moving and handling guidelines and risk assessment) as well as policies, procedures and relevant records of the care setting (fire policy, confidentiality policy, daily records, supervision, appraisal and training records).

The observation also details well how the learner has put into practice these agreed ways of working and includes numerous examples of different ways including to establish an individual's needs before supporting them, to ensure the security of the home, supporting a service user to transfer, completing daily records and attending training as required by own employer.

- **Breadth of Evidence:** The learner's evidence **meets ACs 2.2 and 2.3 fully** in terms of **demonstrating** that the learner is able to work in ways that are agreed with the employer.

EVIDENCE FOR LEARNING OUTCOME 3

BE ABLE TO WORK IN PARTNERSHIP WITH OTHERS

Assessment Criteria:

AC3.1 – **Explain** why it is important to work in partnership with others.

AC3.3 – **Identify** skills and approaches needed for resolving conflicts.

Extract from **Personal Statement:**

Personal Statement:

'Mrs Y is 80 years old; she has been living with her daughter for 6 years. Her daughter left to go abroad for 6 months training, so I had to support Mrs Y, provide her with services and accompany her for shopping two days a week. Mrs Y was not happy with me every time we went for shopping, so I tried to talk to her to understand the reason why she was unhappy. Mrs Y told me she wanted her daughter to accompany her not me, I tried to explain to her the reason why her daughter was unable to go with her. I asked Mrs Y if she wanted to talk to her daughter about the issue and if there was someone else she preferred to accompany her, for example my colleagues, friends and family members.

I then gave Mrs Y all the information she needed in case she wanted to complain, I told her I was more than happy to help in filling in forms about the complaint.

It is important for me to work in partnership so that Mrs Y feels happy and supported. Being patient, explaining what I am doing and giving information is important for resolving conflicts'

Extract from **Case Study:**

Case Study:

'Scenario 1: An individual who wants to take part in an exercise programme but you are worried that it may not be suitable

Response: It is through assessment that I am able to know if an individual is fit to participate in some activities. In this case I will communicate with the individual using the appropriate means of communication according to them. This is to make sure we can understand each other; explain to him or her reasons why he or she may not be able to take part in the exercise. I would also offer him or her a choice of whom he or she wants to talk to if he or she is not happy. For example other staff members, friends and relatives.

Document everything in the communication book, to make sure the information reaches all those who need to know and then inform my manager about the situation.

Scenario 2: An individual who wants the support worker to do everything for them

First investigate the reason why the individual wants the support worker to do everything for them. I would do this through reading the care plan, communication book, talking to my colleagues, family members and friends. Next, I would do an assessment to make sure the individual is fit and fine to do the activities. Then I would talk to the individual and inform him or her of the benefits of him or her being independent. I would also give him or her choice to talk to the people he or she is happy with to discuss the matter.

I would also document all the information in the communication book and inform the matter to my manager.

In both scenarios it is important I work in partnership with individuals so that the best and safest support can be provided to both. It is also important I work in partnership with my manager and report this so that she is aware of the situation and can ensure both individuals' are safe and receiving the correct information. If other professionals and family members were involved then again I must work together with them as a team so that the best possible care and service is provided consistently.

Asking questions calmly, being patient, respectful, being clear and assertive are all important skills and approaches needed for resolving conflicts'

COMMENTARY FOR EVIDENCE FOR ACS 3.1 AND 3.3

- **Assessment Method:** The learner's **personal statement** and response to the two **case studies** detail well the reasons why it is important to work in partnership with others: 'for individuals to feel happy and supported...the best and safest support can be provided....so my manager is aware of the situation...I must work together as a team so that the best possible care and service is provided consistently.' The learner also identifies some of the skills and approaches needed for resolving conflicts: 'Being patient, explaining what I am doing and giving information... asking questions calmly, being patient, respectful, being clear and assertive are all important skills and approaches needed for resolving conflicts'

The assessment method is **valid** as it measures the learner's understanding and knowledge of the different reasons for working in partnership with others and the range of skills and approaches needed or resolving conflicts.

- **Quality of Evidence:** The learner's response is of a good quality because the learner details well own understanding of the different reasons for why it is important to work in partnership with a range of others including individuals, the manager, other professionals and family members. A range of different skills and approaches needed for resolving conflicts have also been identified by the learner.
- **Breadth of Evidence:** The learner has given a detailed account of the importance of working in partnership and has listed some of the skills and approaches needed for resolving conflicts. The learner's evidence **meets ACs 3.1 and 3.3 fully** in terms of providing an **explanation** of the different reasons why working in partnership with others is important and a **list** of the skills and approaches needed for resolving conflicts.

Assessment Criteria:AC3.2 - **Demonstrate** ways of working that can help improve partnership workingAC3.4 - **Demonstrate** how and when to access support and advice about: partnership working and resolving conflicts.Extract from **Observation:**

Observation:

The learner offered the service user the choice of a wash, shower or bath and she chose a bath. She was also offered the choice of using the commode or the toilet and the service user chose commode. The learner then asked to establish how the service user would like them to maintain privacy during the activity and asked for her preferences regarding managing continence, how and where she wants to be supported and at what intervals. The service user responded with her preferences and the amount of support she requires and complained about her inability to access the toilet by herself and not understanding why she's no longer in control. Stephanie supported her to understand that the amount of fluids she drinks during the evenings and at night contribute to the amount of urine she passes and that at the moment she requires a little support with this but that although it may feel that she is no longer in control that she is of the support but that she may feel this way due to her loss of independence. The learner asked the service user whether there was anything more she wanted support with or any ideas how her support could be improved. The service user explained that there was nothing else that could be done and that she finds it frustrating; the learner acknowledged this. Having obtained her consent for the activity the learner then left to prepare the commode and bathroom.....

After this situation the learner referred the service user's comments about her situation onto her manager and explained how she had communicated with her, the support she had provided and how she had resolved this issue over her support and agreed with her manager to then pass this over to the team so they were aware and could all work in the same way with this service user; all information was also documented in the daily report notes.'

COMMENTARY FOR EVIDENCE FOR ACS 3.2 AND 3.4

- **Assessment Method:** The assessor has used direct **observation** of the learner's practice to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to working in partnership with others namely an individual, the manager and the team.

This assessment method is **valid** as it measures the learner's skills in being able to work in ways to improve partnership working and in being able to access support and advice about partnership working and resolving conflicts that may arise.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well how the learner approaches the individual, asks her about what she requires including her ideas for how to improve her situation – all these ways of working can help improve how the individual feels in terms of working in partnership with the social care worker. The learner also then demonstrates how to ensure that the team work in partnership too and consistently in supporting this individual.

At the end of the observation the learner demonstrates that she is aware of how and when to access support and advice about both partnership working and resolving conflicts from both her manager and the wider team.

- **Breadth of Evidence:** The learner's evidence **meets ACs 3.2 and 3.4 fully** in terms of **demonstrating** that the learner is able to work in ways that can help improve partnership working and is able to demonstrate how and when to access support and advice about partnership working and resolving conflicts.

SUMMARY OF HOW EXEMPLAR EVIDENCE FOR HSC 025 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

Variety of assessment methods used	Yes	Observation Written Questioning Personal Statement Case Study
Valid assessment methods used	Yes	All assessment methods used were appropriate for validating the learner's knowledge and skills of all the assessment criteria in this unit.
Quality and Breadth of evidence sufficient	Yes	Evidence provided meets all the assessment criteria fully.

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