

Cambridge TECHNICALS LEVEL 2

HEALTH AND SOCIAL CARE

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Unit 6

Working with individuals in adult
health and social care environments

Model assignment

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Please note:

You can use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that introduce you to the key aspects of working in adult health and social care environments, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the model assignment' later in this section.

You don't have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You'll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

Resources to complete the tasks

There are resource requirements for this assignment. Every learner will need access to the following resources:

- Task 3 requires learners to obtain a witness testimony from their tutor/employer who has observed them supporting individuals and communicating effectively in adult health and social care environments. A Witness Testimony form can be accessed from OCR's website and additional guidance on witness testimonies is included in the OCR Centre Handbook for this qualification.

Time

You should plan for learners to have 14 - 18 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

General information for learners

Q *What do I need to do to pass this assignment?*

A You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q *What do I need to do if I want to get a merit or distinction for this assignment?*

A For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

Q *What help will I get?*

A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

Q *What if I don't understand something?*

A It's your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q *I've been told I must not plagiarise. What does this mean?*

A Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q *What is referencing and where can I find out more information about it?*

A Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in *The OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>

Q *Can I work in a group?*

A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q *Does my work for each task need to be in a particular format?*

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q *Can I ask my tutor for feedback on my work?*

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q *When I have finished, what do I need to do?*

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q *How will my work be assessed?*

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

Assignment for learners

Unit 6: Working with individuals in adult health and social care environments

Scenario

Stefan

Stefan has been working in the National Health Service (NHS) for eight years as a healthcare assistant. He has worked across a number of different settings including hospitals, nursing homes and in the community and he has worked with individuals from a wide range of backgrounds.

Stefan's responsibilities include monitoring individuals' conditions, as well as assisting them to shower and get dressed, helping individuals to eat and drink, talking to individuals and reassuring them. He has also worked in two health centres where he was part of a team who were responsible for health promotion work for enabling patients to live healthier lives.

Task 1: Develop and Deliver A Presentation About Individuals' Who Use and Those Who Work Within Health and Social Care Settings

(This task should take between 3 and 4 hours.)

Learning Outcome 1: Understand who uses and works within adult health and social care.

Stefan has been asked by his Manager to develop a presentation for a group of new healthcare assistants about the individuals who may require care and support and their needs as well as who might have to work together in the provision of health and social care.

Your task is to:

Develop and deliver a presentation about individuals who may require support in adult health and social care, how different individuals work together and in partnership in adult health and social care and those who might have to work together in the provision of health and social care.

Pass	Merit	Distinction
P1: Identify individuals who may require support in adult health and social care		
P2: Explain how different individuals work together and in partnership in adult health and social care		
P3: Describe who might have to work together in the provision of health and social care		
Evidence		
<p>You could use Microsoft Powerpoint to help you develop your presentation. If you do, remember to make the text on your slides clear and large enough so that it can be read by all and keep your presentation interesting by including some relevant images.</p> <p>A witness testimony from your tutor who has observed you deliver your presentation must also be included.</p> <p>Your presentation could include:</p> <ul style="list-style-type: none"> photographs, diagrams, charts, drawings, to illustrate the different individuals who may require support and the services, agencies and professionals who have to work together in adult health and social care settings. <p>Your presentation must include evidence of:</p> <ul style="list-style-type: none"> an identification of at least two individuals who require care and support from adult health and social care services an explanation of how different individuals work together and in partnership in adult health and social care a description of who might work together in the provision of health and social care. 		

Task 2: Produce an Information booklet About How Individuals' Needs are Assessed and Person Centred Care and Support Plans are Developed

(This task should take between 3 and 4 hours.)

Learning Outcome 2: Understand how individuals' needs are assessed and person centred care and support plans are developed.

Stefan has been asked to produce some information that clearly describes and explains how individuals' needs are assessed and how person-centred care and support plans are developed. The information booklet will be used to train the new health care assistants.

Your task is to:

Develop an information leaflet that describes how an individual's needs can be assessed, explains the steps involved in assessing an individual and analyses the potential consequence of an incorrect assessment of an individual's needs.

Pass	Merit	Distinction
P4: Describe how an individual's needs can be assessed	M1: Explain the steps involved in assessing an individual's needs and developing a person centred care plan based on the assessment	D1: Analyse the potential consequences of an incorrect assessment of an individual's needs in the development of a person centred care and support plan
Evidence		
<p>Your information booklet could include:</p> <ul style="list-style-type: none"> • a diagram of Maslow's hierarchy of Needs • diagrams and drawings to illustrate the assessment process • diagrams and drawings to illustrate a person centred care plan. <p>Your information booklet must include evidence of:</p> <ul style="list-style-type: none"> • a description of how an individual's needs can be assessed • an explanation of the steps taken to carry out an assessment and produce a person-centred care plan from the assessment • an analysis of the consequences of an incorrect assessment of the individual's needs in the development of a person-centred care and support plan. 		

Task 3: Carry Out A Simulation/Gather Evidence From Work Experience About Supporting Individuals and Communicating Effectively in Adult Health and Social Care Environments And Conduct A Review of your Skills

(This task should take between 8 and 10 hours.)

Learning Outcome 3: Be able to support individuals in adult health and social care environments with the management of medication.

Learning Outcome 4: Be able to recognise how the needs of individuals in adult health and social care environments could be met through equipment, aids and assistive technology and be able to support their use.

Learning Outcome 5: Be able to communicate effectively with the individual, carers, visitors and other professionals in adult health and social care environments.

Learning Outcome 6: Be able to maintain confidentiality and records in adult health and social care environments.

Learning Outcome 7: Be able to support individuals in adult health and social care environments with practical tasks.

Stefan is working today in a nursing home with older individuals who have a range of long term conditions and disabilities. Stefan is being shadowed by the new healthcare assistants and they want to observe others completing his tasks. You are now going to be observed completing various tasks and have been asked to complete some additional tasks to support the new healthcare assistants.

Your tasks are:

- 1 Complete a role play to demonstrate effective management of medication when supporting individuals in adult health and social care environments
- 2 Create an information leaflet that explains the actions you should take if an individual refuses their medication
- 3 Produce a presentation to that identifies assistive technology, equipment or aids that could be used to support an individual within an adult health and social care environment
- 4 Complete a role play to demonstrate how you would support an individual to use the assistive technology, equipment or aids from your presentation. During this role play you will also need to demonstrate effective and appropriate written and verbal skills when communicating
- 5 Create a report that outlines the purpose of different types of records used in adult health and social care environments, explains how to maintain confidentiality when communicating and keeping records and explains the potential consequences of breaching confidentiality and poor record keeping
- 6 Complete a role play where you demonstrate supporting individuals with at least two different practical tasks whilst observing their individual rights and complete records related to the tasks you supported
- 7 Create a written evaluation of the role plays you completed and assess the effectiveness of your skills and how well you observed an individual's rights and evaluate how you could improve your skills in supporting individuals with practical tasks in adult health and social care environments.

Pass	Merit	Distinction
P5: Demonstrate effective management of medication when supporting individuals in adult health and social care environments	M2: Explain the actions to take in the event of an individual refusing their medication	
P6: Identify assistive technology, equipment or aids that could be used to support an individual within an adult health and social care environment		
P7: Support an individual to use assistive technology, equipment or aids following instructions and/or agreed ways of working		
P8: Demonstrate effective and appropriate written and verbal skills when communicating with individuals and others in an adult health and social care environment	M3: Explain how to maintain confidentiality when communicating and keeping records in adult health and social care	
P9: Outline the purpose of different types of records used in adult health and social care environments		D2: Explain the potential consequences of breaching confidentiality and poor record keeping
P10: Complete records used in adult health and social care environments accurately		
*P11: Demonstrate skills in supporting individuals with practical tasks whilst observing their individual rights in adult health and social care environments	M4: Assess the effectiveness of your skills and how well you observed an individual's rights when supporting individuals in adult health and social care environments with practical tasks	D3: Evaluate how you could improve your skills in supporting individuals with practical tasks in adult health and social care environments
Evidence		
<p>All evidence gathered must observe confidentiality.</p> <p>A witness testimony, from your tutor/employer who has observed you, must also be included.</p> <p>In your role play to demonstrate effective management of medication when supporting individuals in adult health and social care environments, you must ensure you:</p> <ul style="list-style-type: none"> • Demonstrate the skills required, as well as the principles that must be followed or prompting, assisting and administering medication. <p>In your information leaflet you must:</p> <ul style="list-style-type: none"> • Explain the actions to take in the event of an individual refusing their medication. 		

Evidence

In your presentation, you must:

- Identify at least two examples of the different types of assistive technology, equipment and aids that are used to support individuals in adult health and social care.

In your role play, you must to

- Demonstrate how you would support an individual to use the assistive technology, equipment or aids from your presentation by following instructions and/or agreed ways of working
- Demonstrate effective and appropriate written and verbal skills when communicating.

In your report, you must:

- Outline the purpose of at least two different types of records that are used in adult health and social care environments
- Explain how to maintain confidentiality when communicating and keeping records in adult health and social care
- Explain the potential consequences of both breaching confidentiality and poor record keeping.

In your role play, you must:

- Demonstrate the skills required in supporting individuals in adult health and social care environments with at least two different practical tasks whilst observing their individual rights
- Complete records related to the tasks you supported accurately and observing confidentiality.

In your written evaluation, you must:

- Assess the effectiveness of your skills and how well you observed an individual's rights when supporting individuals in adult health and social care environments
- Evaluate the ways you could improve your skills in supporting individuals with practical tasks in adult health and social care environments.

Evidence Checklist

OCR Level 2 Cambridge Technicals in Health and Social Care Unit 6: Working with individuals in adult health and social care environments

LEARNER NAME:

For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
*P1: Identified individuals who may require support in adult health and social care?	
P2: Explained how different individuals work together and in partnership in adult health and social care?	
P3: Described who might have to work together in the provision of health and social care?	
P4: Described how an individual's needs can be assessed?	
P5: Demonstrated effective management of medication when supporting individuals in adult health and social care environments?	
P6: Identified assistive technology, equipment or aids that could be used to support an individual within an adult health and social care environment?	
P7: Supported an individual to use assistive technology, equipment or aids following instructions and/or agreed ways of working?	
P8: Demonstrated effective and appropriate written and verbal skills when communicating with individuals and others in an adult health and social care environment?	
P9: Outlined the purpose of different types of records used in adult health and social care environments?	
P10: Completed records used in adult health and social care environments accurately?	
*P11: Demonstrated skills in supporting individuals with practical tasks whilst observing their individual rights in adult health and social care environments?	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Explained the steps involved in assessing an individual's needs and developing a person centred plan based on the assessment?	
M2: Explained the actions to take in the event of an individual refusing their medication?	
M3: Explained how to maintain confidentiality when communicating and keeping records in adult health and social care?	
M4: Assessed the effectiveness of your skills and how well you observed an individual's rights when supporting individuals in adult health and social care environments with practical tasks?	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Analysed the potential consequences of an incorrect assessment of an individual's needs in the development of a person centred care and support plan?	
D2: Explained the potential consequences of breaching confidentiality and poor record keeping?	
D3: Evaluated how you could improve your skills in supporting individuals with practical tasks in adult health and social care environments?	

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