

Model Assignment

October 2010

OCR Level 2 Award in Employment Responsibilities and Rights in Health,
Social Care and Children and Young People's Settings
Unit 201: Understand Employment Responsibilities and Rights in Health,
Social Care or Children and Young People's Settings

Please note:

This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow candidates to meet all the assessment criteria.

The Ofqual accreditation numbers associated with this unit is:

Unit accreditation number R/602/2954

Qualification accreditation number (QAN) 501/1444/X

This OCR model assignment remains live for the life of these qualifications.

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Model Assignment: Candidate Information

OCR Level 2 Award in Employment Responsibilities and Rights in Health,
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Unit 201: Understand Employment Responsibilities and Rights in Health,
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CANDIDATE NAME:

General Information for Candidates

Q *Do I have to pass this assignment?*

A Yes. You must pass this assignment to achieve the full qualification.

Q *What help will I get?*

A Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

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

A It is 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 *Can I copy other people's work?*

A No. The work that you produce must be your own work and you may be asked to sign a declaration to say that the work is your own. You should never copy the work of other candidates or allow others to copy your work. Any information that you use from other sources, eg books, newspapers, professional journals, the Internet, must be clearly identified and not presented as your own work.

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.

Q *How should I present my work?*

A You can present your work in a variety of ways, eg hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s). For some work, eg presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could be used for this. If you are unsure, check with your tutor.

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

A You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q *How will my work be assessed?*

A Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment criteria and the grade descriptors in the qualification specification.

Employment Responsibilities and Rights

You are an employee who has been asked to complete the following assignment to produce information about:

- the statutory responsibilities and rights of employees and employers within your own area of work
- agreed ways of working that protect your own relationship with the employer
- how your own role fits within the wider context of the sector
- the career pathways available within your own and related sectors
- issues of public concern and how they may affect the image and delivery of services in the sector

As preparation for this assignment you could use your own setting or visit a similar or different setting, to help you gather primary evidence for this assignment. This will help you to talk with other care staff who are working in the sector and will give you the opportunity to collect information that links theory to practice.

You should remember that some of the information you see and hear will be confidential and you must get permission to use it. Names should also be changed to maintain confidentiality.

Tasks

Task 1: Know the statutory responsibilities and rights of employees and employers within own area of work

Assessment Criteria 1.1, 1.2, 1.3 and 1.4 are assessed in this task.

You have been asked to produce information about the statutory responsibilities and rights of employees and employers within your own area of work.

For the first part of this task (AC1.1) you must **identify, by producing a list, four aspects of employment covered by law**. For example, Health and Safety At Work Act, The Disability Discrimination Act and The Data Protection Act could be considered. You might also think about Access to Personal Files Act, The Sex Discrimination Act and The Children's Act or any other pieces of legislation that apply to the place in which you work, although these might not be the only pieces of legislation that you will need to cover.

For the second part of this task (AC1.2) you must **list four main features of current employment legislation**.

For the third part of this task (AC1.3), you must **outline why legislation relating to employment exists**. How will the legislation help? Who benefits? Why?

For the fourth part of this task (AC1.4) you must **identify three sources and three types of information and advice available in relation to employment responsibilities and rights**.

The evidence for this task **could** be presented in the form of a **written report or presentation**. If a presentation is the form chosen to present the evidence, you **must** include a **witness statement** from the assessor/tutor and use the following points as guidelines:

- you will need to prepare a set of slides and presentation notes (speaker notes with details that you will give during the presentation).
- aim for your presentation to last approximately five minutes
- make sure that you practise your presentation beforehand
- be prepared to answer questions.

Remember:

- to keep a bibliography of all the sources you have used
- to meet the depth of the command words as given in the assessment criteria.

Task 2: Understand agreed ways of working that protect own relationship with employer

Assessment Criteria 2.1, 2.2, 2.3, 2.4 and 2.5 are assessed in this task.

You have been asked to produce information about agreed ways of working that protect your own relationship with the employer.

For the first part of this task (AC2.1), you must **describe the terms and condition of your own contract of employment.**

For the second part of this task (AC2.2,) you must **describe the information shown on your own pay statement.** All employees receive notification each month about the amount they have earned. The pay statements gives information about the amount paid and deductions made. When a pay statement arrives you will need to know how to interpret the information given.

For the third part of this task (AC2.3), you must produce materials to **describe the procedures to follow in the event of a grievance in your own place of work.** This could involve, for example, reporting to a supervisor or manager, following the complaints procedure, seeking advice from a professional body, seeking redress through an employment tribunal.

For the fourth part of this task (AC2.4) you must **identify the personal information that must be kept up to date with your own employer.**

For the fifth part of this task (AC2.5) you must **explain the agreed ways of working with the employer at your own place of employment.** This could include for example, how to meet data protection requirements, grievance procedures, how conflict management is to be resolved, anti-discriminatory practice to be followed, how to promote equality and diversity and how health and safety features are to be followed.

The evidence for this task **could** be presented in the form of a **written report or a presentation.** If a presentation is the form chosen to present the evidence, you **must** include a **witness statement** from the assessor/tutor and use the following points as guidelines:

- you will need to prepare a set of slides and presentation notes (speaker notes with details that you will give during the presentation).
- aim for your presentation to last approximately five minutes
- make sure that you practise your presentation beforehand
- be prepared to answer questions.

Remember:

- to keep a bibliography of all the sources you have used
- to meet the depth of the command words as given in the assessment criteria

Task 3: Understand how own role fits within the wider context of the sector

Assessment criteria 3.1, 3.2, 3.3 and 3.4 are assessed in this task.

You have been asked to produce information about how your own role fits within the wider context of the sector.

For the first part of this task (AC3.1) you must **explain how your own role fits with the delivery of the service provided**. To achieve this you may need to look at the 'Mission Statement' for the setting where you work to find out what the overall aims and targets are and then compare these with your own role. For example, for all settings one target will be 'to make sure all individuals are protected from harm'. How do you contribute to this target?

For the second part of this task (AC3.2) you must **explain the effect of your own role on service provision**. You may wish to consider good practice, for example, applying the principles of care, following the agreed standards, the benefits to the individuals using the services, the benefits to the employer and to self.

For the third part of this task (AC3.3) you must **describe how your own role links to the wider sector**. Sometimes care workers carry out their role in a range of settings that are linked in some way. For example, a social worker may have a role in both a care setting, a day centre and in an individual's own home. A care assistant can work in a nursery, an older adults day centre or in an individual's own home.

For the fourth part of this task (AC3.4) you must **describe the main roles and responsibilities of three representative bodies that influence the wider sector**. All care settings are influenced in their practice by government, the skills council for the sector and regulatory bodies. These groups decide on the standards and quality of care that must be provided. You may need to think about the professional bodies with whom you have links, the trade unions, consumer groups, the sector skills council and government departments.

- The evidence for this task **could** be in the form of a **written report or handouts**.

Remember:

- to keep a bibliography of all the sources you have used
- to meet the depth of the command words as given in the assessment criteria

Task 4: Understand career pathways available within own and related sectors

Assessment criteria 4.1, 4.2 and 4.3 are assessed in this task.

You have been asked to produce information about career pathways available within your own and related sectors.

For the first part of this task (AC4.1) you must **explore two different types of occupational opportunities in your own and related sectors**, for example, from health or social care or children and young people's settings. You need to think about national trends in employment, areas of work, the impact of technological change and the different routes to obtaining employment in the different occupational sectors that are part of health, social care or children and young people's settings.

For the second part of this task (AC4.2) you must **identify three sources of information related to a chosen career pathway, giving details of the job role for the specific pathway**. You could think of written, electronic, personal sources such as books, internet, careers advisors who could give information about a specific job at local and national levels.

For the third part of this task (AC4.3) you must **draw up a plan to identify the next steps in your own career pathway**. When thinking about progression it is important to consider your training requirements, the location and the types of employers that are available.

The career plan should be for a five year period, should analyse your personal career options, analyse training requirements and should give consideration to the implications for your lifestyle. You will need to think about training requirements, location, qualifications, skills, qualities, experience and the impact on the quality of your life.

The evidence for this task **must** include a written report **and** a career plan.

Remember:

- to keep a bibliography of all the sources you have used
- to meet the depth of the command words as given in the assessment criteria

Task 5: Understand how issues of public concern may affect the image and delivery of services in the sector

Assessment Criteria 5 .1, 5.2, 5.3 and 5.4 are assessed in this task.

You have been asked to produce information about how issues of public concern may affect the image and delivery of services in the sector.

For the first part of this task (AC5.1) you must **identify occasions where the public have raised concerns regarding issues within the sector**. Sometimes issues are raised which are of public concern. These could include media stories, local or national strategies, closures, government drivers and economic issues.

For the second part of this task (AC5.2 and 5.3) you must **outline different viewpoints around an issue of public concern relevant to the sector and describe how issues of public concern have altered public views of the sector**. If you work in the children and young people's settings this could be an issue such as the treatment and care of 'Baby P' or if you work in the health sector it could be not providing a drug for patients with cancer because it is not approved by NICE. You must remember to consider the issues from different people's perspective.

For the third part of this task (AC5.4) you must **describe three recent changes in service delivery which have affected your own area of work**. For example, the impact of new technology, the need for multi-skills when working or the trend to provide care in the individual's own home rather than institutional care.

The evidence for this task **could** be in the form of a **written report** or **presentation**. If a presentation is the form chosen to present the evidence you **must** include a **witness statement** from the assessor/ tutor. When using a presentation format use the following points as guidelines:

- you will need to prepare a set of slides and presentation notes (speaker notes with details that you will give during the presentation).
- aim for your presentation to last approximately five minutes
- make sure that you practise your presentation beforehand
- be prepared to answer questions.

Remember:

- to keep a bibliography of all the sources you have used
- to meet the depth of the command words as given in the assessment criteria

Model Assignment: Tutor Information

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Guidance For Centres

1 General

- 1.1 OCR model assignments are available to download from our website: www.ocr.org.uk.
- 1.2 This assignment has been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.
- 1.3 No changes can be made to the assessment criteria, but the model assignment can be changed in terms of:
 - the scenario, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a society, health and development context.
 - the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format)
- 1.4 If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria are adequately covered.

2 Before carrying out the assignment

- 2.1 Candidates should be provided with a copy of the *Candidate Information* section of this assignment.
- 2.2 Candidates may carry out preparations prior to undertaking the tasks; there is no time limit for this.

3 When completing the assignment

- 3.1 Candidates should be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual candidates. It is suggested that evidence is produced in several sessions.
- 3.2 Each candidate must produce individual and authentic evidence for each task within the assignment.
- 3.3 Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.
- 3.4 Candidates may use information from any relevant source to help them with producing evidence for the tasks.

4 After completing the assignment

- 4.1 Candidates' evidence is assessed by the centre's assessor against the unit and qualification specification. For further information about assessment please refer to the section on Assessment and Moderation in the Centre Handbook.
- 4.2 Assessors' decisions should be quality assured across the centre through internal standardisation. For further information about internal quality assurance, please refer to the section on Assessment and Moderation in the Centre Handbook.

5 Presentation of work

- 5.1 Candidates must use the *Candidate Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate Checklist* as a contents page inserting references/page numbers in the boxes provided.
- 5.2 Centres may wish to discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

6 Acceptable evidence

- 6.1 For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Centre Handbook.

7 Reworking the assignment

- 7.1 If candidates do not meet the requirements for the assessment criteria, further work will be required.
- 7.2 Tutors may give feedback to candidates to support and guide them in producing evidence to the required standard.

Notes For Tutors

Introduction to the Tasks

By completing this unit candidates will demonstrate their knowledge and understanding of the reasons why employers and employees should know about and understand their responsibilities and rights within the workplace. Candidates completing this unit will work in a wide range of settings in the health, social care or children and young people's sector.

Candidates should carry out activities and behave in a way that would be acceptable in the workplace.

These guidance notes should be used in conjunction with the unit specification and Centre Handbook.

The Tasks

Task 1: Know the statutory responsibilities and rights of employees and employers within own area of work

Assessment Criteria 1.1, 1.2, 1.3 and 1.4 are assessed in this task.

The emphasis in this task is on 'how' legislation influences the employment responsibilities and rights in health, social care or children and young people's settings. To be able to achieve this task, candidates need to have a broad understanding of legislation applicable to the sector. For the purpose of this assignment, the Disability Discrimination Act, The Health and Safety At Work Act, The Children's Act should be included in the teaching. Other legislation should also be considered that could be applied to the candidate's own place of employment.

Assessment criteria 1.1 and 1.2 could be worked together by having a tutor-led introduction to the areas and aspects of employment covered by legislation. The group could be asked to give broad ideas about what each piece of legislation covers. An interactive board or flip chart could be used for this purpose.

Candidates could then work in pairs to carry out research to find out in more detail about one or two pieces of legislation. A handout could be produced about each piece of legislation and the results shared with the whole group.

The candidates could be given a blank table to record their legislation, for example:

Legislation	Summary of Legislation
Data Protection Act	

Disability Discrimination Act	
Children's Act	
Employment Act (Flexible working regulations)	
Employment Rights Act	
Race Relations Act	
Access To Personal Files Act	

This list is not exhaustive but is intended to give ideas.

When considering why legislation relating to employment exists (AC1.3) candidates will need to have an overview of the broad history of development. Inviting a guest speaker would help the candidates to obtain primary information about the development of legislation for employment and how this influences the responsibilities and rights of employees and employers in settings. Inviting a guest speaker from a care setting would help the candidates to obtain primary information about policies used in a setting and how these are applied in the day-to-day work of care staff. Thorough preparation would be necessary before such a visit to make sure that questions asked were not only sensitive but also relevant to the topic.

Alternatively DVD or TV documentaries could be used to stimulate discussion.

How legislation upholds responsibilities and rights in a care setting could be approached through the use of case studies. Different case studies could be given to the candidates, who could work in pairs, to identify the legislation that could apply and how care workers within the setting would actually implement them in their day-to-day tasks. Paired work could be followed by whole group discussion so that ideas could be shared.

A careers advisor or guest speaker could be invited to help the candidates gain knowledge about the sources and types of information and advice available in relation to employment responsibilities

and rights. For example, an individual from the Citizen's Advice Bureau or Connections may be able to give some insight into different sources and where they can be located

The evidence for this task **could** be presented in the form of a presentation or a written report.

Task 2: Understand agreed ways of working that protect own relationship with employer

Assessment Criteria 2.1, 2.2, 2.3, 2.4 and 2.5 are assessed in this task.

Tutor input will probably be necessary to discuss 'what is a contract of employment' and 'how does it actually appear/ how it is written'. This could be followed by issuing copies of different contracts of employment to pairs and asking them to find out from it:

- who issues the contract?
- what responsibilities do employers have?
- what rights do employers have?
- what responsibilities do employees have?
- what rights do employees have
- what type of contract is it e.g. part-time, for one year?
- how can an employee break the contract?
- what happens if an employer breaks the contract?

Following the paired work when the questions are answered the candidates could join in a whole group discussion to share their findings. The discussion could then end by posing the question:

'Why is it important to know and read your contract'?

Candidates could be asked to complete the table given below relating the answers to their own contract:

Parts of the contract	Description within the contract
Job description	
Hours of work	
Length of contract	
Pay	
Sickness rules	
Holidays permitted	

Disciplinary procedure	
Codes of conduct to be followed	
Health and safety procedures	
Grievance procedure to be followed	
Equal opportunities procedures to be followed	
Maternity/and paternity leave permitted	

When interpreting all the information given on a pay statement (AC2.2), it would be helpful to have an enlarged pay statement. Banks will often be willing to talk to groups of candidates about pay statements and would have an enlarged version of a pay statement. If a guest speaker from a bank or an accountant could be invited to talk with candidates to explain how to interpret the information printed on it, this would be quite helpful. Thorough preparation would be necessary before such a visit to make sure that questions asked were not only sensitive but also relevant to the topic.

A whole group quiz could be used to check the understanding of the candidates following the visit. Candidates could also be encouraged to include or draw their own pay statement (with the amount earned blanked out), and to label the parts and to interpret the meaning of each eg insurance number, gross earnings, net income/earnings etc.

Information that could be on a pay statement:

There is certain information that by law has to be included on a pay slip. There is other information that your employer might include. Some items on a pay slip could include:

Gross Pay: Total monthly, or weekly, pay before deductions.

Income Tax: This is compulsory. It is the amount deducted and paid to the Inland Revenue. The amount is calculated by using your tax code.

National Insurance: This is also compulsory and is the amount deducted and paid to the Inland Revenue.

Pension Contributions: This may be a company pension scheme.

Net Pay: This is the actual amount after all deductions have been made.

Tax Code: This may be included on the pay slip for your information.

Employee Number: This may be shown and is allocated by the company.

National Insurance Number: Not required but sometimes shown on the pay slip.

This list is not exhaustive as other information could be included depending on the employer.

When describing a grievance procedure (AC2.3), candidates will need to know what is meant by the term 'grievance' and the term, 'procedure'. The candidates should then be encouraged to find out from their own area of employment what the procedure is when a member of staff has a grievance.

In order to ensure confidentiality, candidates could be asked to write down the steps that are in place for a grievance procedure. Then the piece of paper is folded in half and placed in a hat/box. The hat/box is then shaken and one piece of paper can be taken by each member of the group. This can then be read to the whole group without any fear of the place of employment being recognised.

Questions that could follow are:

- are there any similarities in the procedures?
- what are the main differences?
- in the candidate's opinion is the process likely to cause difficulties/ unpleasantness?
- is the procedure fair to:
 - employee
 - employer?
- are there any advantages?
- are there any disadvantages?

For AC2.4 it may be helpful to invite two/three employers (one from health, social care or children and young people's settings), at the same time to discuss for a half an hour, what personal information that they would expect to keep about their employees and the form this should take eg a pre-published form. They could also be encouraged to state why each piece of information is essential for them to have.

When considering AC2.5 candidates will need to arrange to talk with an appropriate person in their place of work about the agreed ways of working with their employer in their own place of employment. They will need to be prepared by the tutor as to the questions they should ask, eg

- what policies are in place
- where can these be found?
- what organisational procedures are followed?
- who is the health and safety officer?
- which codes of practice do we follow?
- how are codes of practice implemented?

The tutor will need to give some input on 'agreed ways of working'. After the candidates have produced their questions on this topic, the tutor will need to check that the questions are correctly targeted to the subject.

When the candidates have gathered the information, a whole group discussion would help to draw the facts together and ensure understanding of:

'Why it is necessary to follow agreed ways of working?'.

This evidence could be presented in the form of a written report or a presentation.

Task 3: Understand how own role fits within the wider context of the sector

Assessment criteria 3.1, 3.2, 3.3 and 3.4 are assessed in this task.

Candidates will need to obtain materials from their own employment settings so that they can find out what the overall aim and targets are for the setting (AC3.1). They could perhaps arrange an interview with the Manager/Training Officer/Lead Professional or other appropriate person to explore the aim and the targets. Alternatively a 'Mission Statement' may give the information required.

Questions will need to be prepared to use when discussing with the Manager/Training Officer what the aim and the targets are with regard to the service users. The tutor may wish to check these before they are used. The candidate may wish to ask the person giving them the information if they can record their answers, so that they can listen to the tape when writing up their own evidence.

While the above evidence is being collected and collated the candidates could work individually to write down the tasks they do on a daily basis. When this has been completed the whole group could discuss:

- 'what tasks do I carry out? How does this affect service provision?
- what contributes to 'good practice'? For example, applying the principles of care, using occupational standards, the benefits to the service user, the benefits to the employers etc. (AC 3.2)

Assessment Criterion 3.3 requires candidates to consider how their own role links to the wider sector. For example the sectors include organisations within:

- health
- social care
- children and young people's settings
- voluntary
- private

How does the candidate's own role link with roles in other sectors? For example, all sectors will:

- promote the wellbeing of the individual
- promote equality and diversity
- maintain confidentiality
- promote individual's rights and beliefs

There will be other ways in which the links can be made.

Inviting a guest speaker who has knowledge of the wider sector could be a way of obtaining this information. The candidates also need to be aware that it is not complex links that are being considered but simple, everyday links that enable different parts of the sector to work together eg case conferences where people from several sectors join together to discuss the appropriate care for individuals or where care workers work in different settings across more than one sector or multi-skilling.

When considering the roles of three representative bodies that influence the wider sector (AC3.4), candidates could choose from:

- trade unions
- professional bodies
- consumer groups
- Sector Skills Councils
- Government Departments

Candidates could work in pairs to research the roles of these groups and present one representative body's work to the whole group, giving examples of how they help.

Short scenarios or case studies could then be presented to the group and in pairs they could decide which representative body would help and explain how they would do so.

The evidence for this task **could** be presented in the form of a written report or handouts.

Task 4: Understand career pathways available within own and related sectors.

Assessment Criteria 4.1, 4.2 and 4.3 are assessed in this task.

Candidates are required to explore two different types of occupational opportunities (AC4.1). Those opportunities can be taken from:

- health
- social care
- children and young people's settings
- voluntary
- private

Trends in employment need to be considered. A whole group discussion focused on growing employment trends and declining employment trends could be the starting point for this task. The candidates need to consider:

- why there are more jobs available in current society for the children's workforce
- why there is a decline in jobs in some areas of social services. In which sectors is this occurring?
- why there may be an increase in jobs in both health and social services, eg increased care for individuals in their own homes rather than in residential care.
- alternatively there may be more jobs in social care because of issues centred around family breakdown, eg fewer families living near enough to care for older adults.

Following the discussion candidates could be encouraged to carry out book and internet research to find out some facts and figures relating to trends in employment in health, social care and children and young people's settings. Useful websites could be:

<http://news.bbc.co.uk>

<http://society.guardian.co.uk>

www.telegraph.co.uk

www.relate.org.uk

www.carersuk.org

www.statistics.gov.uk

www.ons.gov.uk

Candidates could carry out some simple analysis of the trends for health, social or the children and young people's settings. It would be useful to invite a representative from the health service, social services or children and young people's settings to discuss how their organisation tries to cope with the complexity of the current trends in employment. In addition, considering the work of 'Sure Start' would illustrate the government's attempts to address issues relating to employment with children. Prior to the visit the candidates will need to prepare a range of questions to ask those who are discussing the current trends in employment with the group. Candidates could work in pairs to prepare such questions and a whole class discussion based on the suitability of/appropriateness of questions should take place.

Emerging technologies and economic change in employment could also be considered. The candidates will need to think about how new technology has influenced the job market. Has it contributed to an increase or a decrease in jobs available? For example, improvements in communication/technology mean that information can be transferred from one sector to another and from one professional to another much more quickly by the use of emails. Video conferencing may mean that there are fewer opportunities for professionals to meet and that indirectly jobs may therefore be reduced. Individuals living longer and remaining in their own homes may mean that some professionals, while being based in a hospital or a GP surgery, may be required to see older individuals in their own homes. This may mean that more district nurses are required or more social workers are needed to make assessments.

Routes that need to be considered could include:

- the academic route to Further/Higher Education
- on the job training
- professional development.

For AC 4.2 candidates need to make links with career advisors and individuals from the occupational sector. Inviting a careers advisor or an organisation such as Connections to have a discussion with the candidates could prove useful as they will be able to cover a wide range of sources, including interactive programmes as well as use of the Internet, books and information packs. The emphasis for this task should be, ‘what are the sources of information’ and ‘how to use the various sources of information’.

Candidates should be encouraged to find out about **ONE** job role that is of particular interest to themselves using **three** different sources of information. Candidates could find the following information for the job role:

- qualifications needed
- skills and qualities that may contribute
- possible training requirements
- different routes for progression
- types of employers available and locations

When considering the requirements for AC4.3 candidates need to produce a career plan over a five year period. A whole group discussion based on:

- what could be the initial steps in any career plan?
- what could be achieved in the first year?
- what could be achieved in the second, third, fourth and fifth years?

There are five stages in a career plan:

1. Describe what you want

Prepare a detailed description of what is important to you in your career. What do you see yourself doing if there were no obstacles in the way? This will give you a strong foundation to build on.

2. Explore the options

Take your ideas and turn them into real career choices. Begin with research. Use the Internet and read whatever you can. Talk with people who are doing what you would like to do. Ask them how they got to where they are and for suggestions about the route you should take. Use contacts you have made with careers advisors and professionals in the career you think you would like.

3. Create your career plan

- a) What do you want? For example: I want a career in nursing or I want to get promoted.
- b) When will your goal be achieved? For example: 1 year from now or 5 years? Be specific.
- c) How will you get there? Take what you gathered from the research process and put these steps into the five year plan that you are building.

4. Implement your career plan – set yearly goals and try to meet them.

5. Reach your goal

Following this activity, the candidates could carry out research to help them to produce their own career plan.

The evidence for this task **must** be presented in the form of a written report **and** a career plan.

Task 5: Understand how issues of public concern may affect the image of delivery of services in the sector.

Assessment Criteria 5.1, 5.2, 5.3 and 5.4 are assessed in this task.

A mind mapping exercise could be used to encourage candidates to consider issues where the public have raised concerns within the sectors in which they work (AC5.1). Such issues could include:

- assisting a loved one with suicide
- not allowing a cancer drug because of its cost
- the care of older adults or lack of care
- vaccinations or not!
- Swine Flu Jabs – advantages and disadvantages
- Mental Health issues

This list is only to give ideas and is not exhaustive as candidates will probably have issues of their own which have caused them and their colleagues some concerns.

When a list has been compiled, and after completing the work suggested below, candidates could conduct their own research into an issue which of is specific interest to them. Having newspaper articles available for some of the issues or concerns would help candidates to decide on which to investigate.

Before conducting their own research it would probably help the candidates to watch a DVD relating to one particular issue where the public has raised concerns. This issue should not be used by candidates when they investigate the concern individually. Following the DVD/ TV documentary the group could discuss:

- what was the issue?
- what happened to cause the issue?
- why were the public concerned?
- what were the outcomes?
- how have the public view of the sector altered as a result of the issue.

Individual research could then take place for AC 5.2 and 5.3 where candidates are required to outline different viewpoints around the issues of public concern relevant to the sector and describe how the issue of public concern have altered public views of the sector.

When considering AC5.4 the candidate must describe three recent changes in service delivery which has affected their own area of work. This could include for example:

- new technology
- multi-skilling
- supporting individuals in their own home rather than in institutions
- availability of new drugs

A whole group discussion could be useful to enable the candidates to share their ideas. An interactive board or flip chart could be used to think about the changes from more than one dimension. For example:

The change?	How delivery has altered?	What are the effects on the individual using the service?	What are the effects on the care worker?
Communication is easier			

Following the discussion the candidates could complete **their own individual evidence**.

The evidence for this task **could** be presented in the form of a presentation or written report.

Evidence summary

This is a summary of the evidence the candidate will be expected to produce in relation to this model assignment.

It is important to note that when completing this model assignment it may be possible to generate the evidence in a variety of formats and there is guidance on the options below.

Task title	Evidence prescribed for activity	Format of evidence could include (this list is not exhaustive, unless explicitly stated)	AC coverage
Task 1 Know the statutory responsibilities and rights of employees and employers within own area of work	<ul style="list-style-type: none">• List of four aspects of employment covered by statutory law• List of four main features of the current employment legislation• Outline of why legislation relating to employment exists• Three sources and three types of information and advice available in relation to employment responsibilities and rights	<ul style="list-style-type: none">• Written report• Presentation	<ul style="list-style-type: none">• AC1.1• AC1.2• AC1.3• AC1.4
Task 2 Understand agreed ways of working that protect own relationship with employer	<ul style="list-style-type: none">• Description of the terms and condition of own contract of employment• Description of the information shown on own pay statement• Description of the procedures to follow in the event of a grievance• Identification of the personal information to be kept up to date with own employer• Explanation of the agreed ways of working with employer	<ul style="list-style-type: none">• Written explanation and analysis• Presentation	<ul style="list-style-type: none">• AC2.1• AC2.2• AC2.3• AC 2.4• AC 2.5

Task title	Evidence prescribed for activity	Format of evidence could include (this list is not exhaustive, unless explicitly stated)	AC coverage
Task 3 Understand how own role fits within the wider context of the sector	<ul style="list-style-type: none"> • Explanation of how own role fits with the delivery of the service provided • Explanation of the effect of own role on service provision • Description of how own role links to the wider sector • Description of the main roles and responsibilities of three representative bodies that influence the wider sector 	<ul style="list-style-type: none"> • Written report • Presentation 	<ul style="list-style-type: none"> • AC3.1 • AC3.2 • AC3.3 • AC3.4
Task 4 Understand career pathways available within own and related sectors	<ul style="list-style-type: none"> • Exploration of two different types of occupational opportunities in own and related sectors • Identification of three sources of information related to a chosen career pathway, giving details of the job role for the specific pathway • Identification of next steps in own career pathway 	<p>Must include:</p> <ul style="list-style-type: none"> • Written report • Career plan 	<ul style="list-style-type: none"> • AC4.1 • AC4.2 • AC4.3 • AC4.4
Task 5 Understand how issues of public concern may affect the image of delivery of services in the sector	<ul style="list-style-type: none"> • Identification of occasions where the public have raised concerns regarding issues within the sector • An outline of different viewpoints around an issue of public concern relevant to the sector • A description of how issues of public concern have altered public views of the sector • A description of three recent changes in service delivery which have affected own area of work 	<ul style="list-style-type: none"> • Written report • Presentation 	<ul style="list-style-type: none"> • AC5.1 • AC5.2 • AC5.3 • AC5.4