Model Assignment

January 2011

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 31: Principles of communication in adult social care 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 in full.

The Ofqual accreditation number associated with this unit is:

Unit accreditation number R/602/2906

Qualification accreditation number 501/1674/5

This model assignment remains live for the life of this qualification.

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Contents

Model Assignment: Candidate Information

Unit PWCS 31: Principles of communication in adult social care settings

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 in the qualification specification.

Principles of Communication in Adult Social Care Settings

There are a wide range of different social care settings for adults. Residential and nursing care settings are available for those no longer able to live in their own homes independently. There are also rehabilitation services, home care, independent living and community support settings available for those who require practical support to live in their own homes such as older people, people with physical disabilities, learning disabilities or mental health needs. Day care settings provide opportunities for individuals to participate in activities, socialise with others, learn and develop new or existing skills.

This assignment is about the importance of communication in adult social care settings and ways to overcome barriers to meet individual needs and preferences in communication. You will also need to show that you understand the principles and practices relating to confidentiality.

For this assignment you will show that you:

- understand why effective communication is important in adult social care settings

- understand how to meet the communication and language needs, wishes and preferences of an individual

- understand how to overcome barriers to communication

- understand principles and practices relating to confidentiality

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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.

Tasks

Task 1: Understand why effective communication is important in adult social care settings

Assessment Criteria 1.1 and 1.2

What is this task about?

Communication is part of everyday life and an integral part to working in adult social care settings. It is therefore important that you understand the reasons why people communicate and the effect of communication on relationships in adult social care settings.

Case Study

Mr and Mrs Santos, who come originally from Spain, have been living in a residential care home for three years. Mr Santos acts as his wife's interpreter as Mrs Santos speaks very little English. This arrangement has worked very well in terms of ensuring that both Mr and Mrs Santos' needs are met by care staff who work at the home as well as by those who come to visit them.

Next month it is Mrs Santos' birthday and she has already expressed to her husband how she would like to celebrate her birthday at the home. She would like arrangements to be made for one of her best friends, Marisa, whom she hasn't seen for three years, to attend.

Marisa lives nearby in her own flat and was diagnosed with Alzheimers two years ago. As a result Marisa has difficulties at times with her speech and her memory. This means that she does not always remember people whom she knows well or their names. At times she forgets words and the thread of conversations.

What do you have to do?

You have been asked by the Manager of the Home to produce an **information brief** for the staff team. Considering the case study above but also looking at the wider aspects of communication, include:

- **an identification** of different reasons why people communicate

- **an explanation** of how communication affects relationships in adult social care settings. You should give a range of examples to support your explanation.

Your evidence for this task will be your information brief for the staff team.

Task 2: Understand how to meet the communication and language needs, wishes and preferences of an individual

Assessment Criteria 2.1, 2.2, 2.3 and 2.4

What is this task about?

It is important to establish an individual's communication and language needs, wishes and preferences as all individuals communicate in different ways. For communication to be effective and meaningful you need to consider a range of methods and factors. Being aware of the ways different people communicate and what an individual is expressing through their reactions when communicating with them will enable you to be an effective communicator.

Case Study

Mr and Mrs Santos are meeting with their respective key workers this afternoon; both work at the home and know each of them well. Mr Santos will be interpreting Mrs Santos' needs on her behalf but as he has recently had a stroke he has difficulties expressing what he wants to say and it can take a long time to understand and process what an individual has said to him.

Marisa has regular visits to her home from a dementia nurse and is also visited twice a week by her daughter who lives in the area. Recently, during her visits, Marisa's daughter has noticed that her mother is becoming quite frustrated at times.

What do you have to do?

You have been asked by the Manager of the Home to produce a **guide** for the staff team. Using examples from either the case study or from your own experience, include:

- **a comparison** of different ways to establish the communication and language needs, wishes and preferences of an individual

- **a description** of factors to consider when promoting effective communication.

- **a description** of a range of communication methods and styles to meet individual needs.

- **an explanation** of why it is important to respond to an individual's reactions when communicating.

Your evidence for this task will be your Guide for the staff team.

Task 3: Understand how to overcome barriers to communication

Assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5

What is this task about?

When communication with others does not work well it can be very frustrating and confusing for all involved. It is therefore important to find out and understand how an individual prefers to communicate and why. Being able to identify and find ways to overcome misunderstandings and barriers to effective communication will increase your understanding of how best to support individuals to communicate effectively and appropriately.

Case Study

It is the day before Mrs Santos' birthday and all involved are very keen to make sure that her birthday goes smoothly. Mr Santos has met with his key worker; they have agreed Mrs Santos' communication needs and ways to manage the difficulties he has with his speech and understanding.

Mrs Santos has met with her key worker. Her husband continues to interpret on her behalf with his key worker's support.

Marisa has met with both her daughter and the dementia nurse to agree how best to support her at Mrs Santos' birthday. Marisa's daughter has decided to take the day off from work to support Marisa.

What do you have to do?

You have been asked by the Manager of the Home to give **a verbal briefing** at the next staff meeting. Using examples from either the case study or your own experience, include:

- **an explanation** of how individuals from different backgrounds may use communication methods in different ways.

- **an identification** of barriers to effective communication

- **an explanation** of how to overcome barriers to communication.

- **a description** of strategies that can be used to clarify misunderstandings.

- **an explanation** of how to access extra support or services to enable individuals to communicate effectively.

Your evidence for this task will be your verbal briefing to the staff team.

You must provide a witness testimony for this task if you give a verbal briefing.

Task 4: Understand principles and practices relating to confidentiality

Assessment criteria 4.1, 4.2, 4.3 and 4.4

What is this task about?

Best practice in adult social care settings involves carefully looking after all information that belongs to individuals who use services. This information can be in the form of conversations, written records or telephone messages. It is important to understand what confidentiality means, when information may need to be shared and the potential tensions that may exist. It's important to know how to and when to seek advice about confidentiality.

Case Study

Mrs Santos is looking forward to seeing her best friend, Marisa, after such a long time; Marisa's daughter has phoned the home to say that they will both be arriving in approximately one hour.

Mr Santos is also looking forward to his wife's special day and is very keen to continue to interpret on his wife's behalf. Mr Santos has asked his key worker not to be present when Marisa and her daughter arrive as he is keen for them all to meet together in private like they used to.

Marisa is unsure about who she is meeting with today and is becoming increasingly anxious. Her daughter has reassured her that she will be with her all day and has suggested they take an old photograph album with them that contains photographs of Marisa with Mr and Mrs Santos.

What do you have to do?

Maintaining confidentiality in adult social care settings is very important. You have been asked to produce **a Guide** to confidentiality when working with others to be used by the staff team of the home. Using examples from the case study or examples from your own experience, include:

- **an explanation** of the meaning of the term confidentiality

- **a description** of ways to maintain confidentiality in day to day communication

- **a description** of the potential tensions that exist between maintaining an individual's confidentiality and disclosing concerns to agreed others

- **an explanation** of how and when to seek advice about confidentiality

Your evidence for this task will be your Guide for the staff team.

Candidate Evidence Checklist

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

UNIT PWCS 31 Principles of communication in adult social care settings

CANDIDATE NAME: _____

CENTRE NUMBER: _____

For Task 1 (AC 1.1 and 1.2) have you:	Completed (✓)
Identified the different reasons people communicate	
Explained how communication affects relationships in adult social care settings	
Evidence provided (please ✓):	Ref/Page no(s)
❑ information brief	
❑ or other (please give details) _____	

For Task 2 (AC2.1. 2.2, 2.3 and 2.4) have you:	Completed (✓)
Compared ways to establish the communication and language needs, wishes and preferences of an individual	
Described the factors to consider when promoting effective communication	
Described a range of communication methods and styles to meet individual needs	
Explained why it is important to respond to an individual's reactions when communicating	
Evidence provided (please ✓):	Ref/Page no(s)
❑ Guide for the staff team	
❑ or other (please give details) _____	

For Task 3 (AC 3.1, 3.2, 3.3, 3.4 and 3.5) have you:	Completed (✓)
Explained how individuals from different backgrounds may use communication methods in different ways	
Identified barriers to effective communication	
Explained how to overcome barriers to communication	
Described strategies that can be used to clarify misunderstandings	
Explained how to access extra support or services to enable individuals to communicate effectively	
Evidence provided (please ✓):	Ref/Page no(s)
❑ Verbal briefing to the staff team ❑ witness testimony ❑ or other (please give details) _____	

For Task 4 (AO 4.1, 4.2, 4.3 and 4.4) have you:	Completed (✓)
Explained the meaning of the term 'confidentiality'	
Described ways to maintain confidentiality in day to day communication	
Described the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others	
Explained how and when to seek advice about confidentiality	
Evidence provided (please ✓):	Ref/Page no(s)
❑ A Guide for the staff team ❑ or other (please give details) _____	

I confirm that the items indicated above are attached. These have been assessed and provide sufficient evidence to demonstrate that the learner has achieved all of the assessment criteria for this unit.

Assessor name:_____

Assessor signature: _____

Internal quality assurer name: _____

Internal quality assurer signature: _____

Date:_____

I confirm that the evidence provided is a result of my own work.

Candidate signature: _____   **Date:** _____

Observation/Witness Statement – Unit PWCS 31 – Task 3

This form is to be used to testify or corroborate what has actually been observed.

Witnesses are people who can comment on work/performance/activities and can be:

- **A qualified tutor/assessor**
- **Someone who is occupationally knowledgeable and who has a knowledge of the evidence requirements of the unit.**

CANDIDATE NAME	
CENTRE NUMBER	
Date/s of activity	
Type of activity	

Did the candidate:	Explain how the assessment criteria were met
Explain how individuals from different backgrounds may use communication methods in different ways	
Identify the range of barriers to effective communication	
Explain how to overcome barriers to communication	
Describe the strategies that can be used to clarify misunderstandings	
Explain how to access extra support or services to enable individuals to communicate effectively	

Supplementary Questions

Assessor Question 1
Learner Answer
Assessor Question 2
Learner Answer
Assessor Question 3
Learner Answer

I confirm that the learner above has achieved each of the Assessment Criteria listed whilst performing the tasks above.

Signed (Witness): _____

Name and position _____

Date: _____

Signed (Candidate): _____

Date: _____

Model Assignment: Tutor Information

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 31: Principles of communication in adult social care settings

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 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 Evidence Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate Evidence 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.

8 Submission of work

8.1 Evidence must only be submitted for moderation when the centre assessor is satisfied that the evidence provided meets the assessment criteria in full.

Notes For Tutors

Introduction to the Tasks

This unit is aimed at those who are interested in, or new to, working in adult social care settings. By completing this unit candidates will develop their knowledge around the importance of effective communication in adult social care settings, principles of best practice in communication including how to identify and overcome barriers, how to meet individual needs and preferences in communication and ways to maintain confidentiality.

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

The Tasks

Task 1: Understand why effective communication is important in adult social care settings

Assessment Criteria 1.1 and 1.2 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to demonstrate their understanding of why effective communication is important in adult social care settings and why this is vital in best practice. To be able to achieve this task, learners will need to have a good understanding of the different reasons why people communicate and how communication affects relationships in adult social care settings in both positive and negative ways.

Assessment Criterion 1.1 requires learners to **identify** the different reasons why people communicate.

Tutors could begin by dividing learners up into small groups and asking them to word storm the different reasons why people communicate. Each group could then feed back to the whole group and the different responses could then be recorded on a flip chart or smart board. Each learner could then be asked to produce an information handout or leaflet providing brief information about the different reasons why people communicate.

Experience of visiting different adult social care settings would be a useful and valuable insight for learners. Tutors could arrange for learners to visit different adult social care settings to identify the different reasons why people communicate. Feedback from these observations could then be shared with the whole group and individual verbal briefings made by each learner detailing the different reasons why people communicate and how communication affects relationships in adult social care settings, in both positive and negative ways.

Assessment Criterion 1.2 requires learners to **explain** how communication affects relationships in adult social care settings.

Tutors could begin by asking learners to conduct their own internet research about the different types of adult social care settings and job roles that exist. The career pathways page on the skills for care website is a useful starting point as this gives information about the different job roles and

work settings in adult social care. Learners could then consider three different adult social care settings and explore how communication affects relationships in these.

The case study included can be used to generate a group discussion around how communication affects relationships in adult social care settings. Role plays centred on each individual featured in the case study could then be used to further explore how communication affects relationships in adult social care settings.

Tutors could also ask learners to interview practitioners from different adult social care settings to generate information about how communication affects relationships.

Task 2: Understand how to meet the communication and language needs, wishes and preferences of an individual

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

What will learners need to do to achieve this task?

For this task learners will need to demonstrate their understanding of how to meet individuals' specific communication and language needs, wishes and preferences. To be able to achieve this task, learners will need to have a good understanding of different ways of finding out an individual's communication and language needs, wishes and preferences. In doing so, learners will need to consider carefully how best to promote effective communication, the different communication methods and styles that exist as well as the importance of responding to an individual's reactions when communicating.

Assessment Criterion 2.1 requires learners to **compare** ways to establish the communication and language needs, wishes and preferences of an individual.

Tutors could use the case study in the task or another case study to generate a group discussion around the different ways to establish the communication and language needs, wishes and preferences of the three individuals featured. Learners could then be asked to examine these individuals in detail and consider the similarities and differences that exist between establishing their specific needs.

Tutors could ask learners to discuss either different individuals they know or a range of scenarios of individuals with different communication needs and preferences and identify different ways to establish their needs. Each group of learners could discuss a different individual and then present their findings to the whole group. A whole group discussion could then follow with the similarities and differences between these recorded on a flip chart or smart board.

Assessment Criterion 2.2 requires learners to **describe** the factors to consider when promoting effective communication.

Tutors could show learners extracts from documentaries and ask them to consider the individuals who feature in these. They could then be asked to describe the factors to consider when promoting effective communication, the range of methods and styles used to meet individuals' needs and why it is important to respond to an individual's reactions when communicating, by referencing to these individuals. For example, the documentary 'Sectioned' which aired in May 2010 is about the lives of three men with long-term mental health problems who are initially sectioned and detained under the Mental Health Act. The documentary follows the lives of these three men and presents their perspectives of their lives including the support they received from staff who have worked alongside them.

Assessment Criterion 2.3 requires learners to **describe** a range of communication methods and styles to meet individual needs.

Assessment Criterion 2.4 requires learners to **explain** why it is important to respond to an individual's reactions when communicating.

Tutors could arrange for learners to visit different adult social care settings. The experience of meeting different individuals in adult social care settings would enable learners to think about how different individuals communicate and the range of communication methods and styles that are used by those who work with them. Learners could then write up their observations, considering the different communication methods and styles used as well as the importance of responding to an individual's reactions when communicating.

Tutors could begin by asking learners to conduct their own research on different communication methods. The Oxfordshire Total Communication website is one good source of information. Oxfordshire Total Communication is an independent organisation that provides information and resources to support workers, carers and others who live and work with people with a learning disability. Learners could then write a description of the range of communication methods and styles used to meet individual needs.

The Alzheimer's Society's website is another good source of information that could be used.

Task 3: Understand how to overcome barriers to communication

Assessment criteria 3.1, 3.2, 3.3, 3.4 and 3.5 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to show that they understand how to identify and overcome barriers to effective communication. To be able to achieve this task, learners will need to have a good understanding of how individuals from different backgrounds may use communication methods in different ways. They need to know about strategies that can be used to clarify misunderstandings and how to access additional support or services when required.

Assessment Criterion 3.1 requires learners to **explain** how individuals from different backgrounds may use communication methods in different ways.

Tutors could ask learners to reflect on individuals they know from different backgrounds or consider a range of scenarios involving different individuals and word storm why and how different communication methods are used.

Assessment Criterion 3.2 requires learners to **identify** barriers to effective communication.

Tutors could use the case study included to generate a group discussion around how to identify and overcome barriers to communication. Role plays could also then be used to further explore key points that arise out of discussions.

Tutors could ask learners to identify what effective communication means to them individually by expressing this in a range of words and pictures. Learners' responses could then be shared with the whole group and recorded on a flip chart or smart board. Learners could then discuss factors that might prevent effective communication from taking place. An information handout or leaflet providing brief information about the barriers to effective communication could then be produced by each learner.

Assessment Criterion 3.3 requires learners to **explain** how to overcome barriers to communication.

Having identified barriers to effective communication tutors could then ask learners to consider how to overcome these barriers they have identified. Each barrier could be considered in turn by different groups of learners. A whole group discussion could then follow.

Assessment Criterion 3.4 requires learners to **describe** three strategies that can be used to clarify misunderstandings.

Tutors could then present learners with different scenarios of misunderstandings that have occurred in different adult social care settings. Each group could then be tasked with thinking of three different strategies for clarifying these; these could then be shared with the whole group. Tutors could then ask the whole group to debate which strategies they thought were the most effective and why.

Assessment Criterion 3.5 requires learners to **explain** how to access extra support or services to enable individuals to communicate effectively

Tutors could arrange for learners to interview practitioners from different communication services to find out about their respective roles in promoting effective communication and how these services can be accessed.

Tutors could also ask learners to carry out some research using local contacts or the internet on services and sources of support; such as those for speech and language, translation, interpreting and advocacy. Learners could then record the information gathered and use this to further their understanding in this area.

Task 4: Understand principles and practices relating to confidentiality

Assessment Criteria 4.1, 4.2, 4.3 and 4.4 are assessed in this task.

What will candidates need to do to achieve this task?

Learners will need to show they understand the principles and practices relating to confidentiality. To be able to achieve this task, learners will need to have a good understanding of the meaning of the term 'confidentiality' and how this applies in day to day communications in adult social care settings. Learners will also need to know about when confidential information may need to be shared with others and the potential tensions that exist between maintaining an individual's confidentiality and disclosing concerns to agreed others.

Assessment Criterion 4.1 requires learners to **explain** the meaning of the term confidentiality.

Tutors could ask learners to carry out some research using the internet. Alternatively they can provide them with information on the Data Protection Act to further their understanding on the principles relating to confidentiality. Learners could then record the information gathered and use this to as a basis of explaining the meaning of the term confidentiality.

Assessment Criterion 4.2 requires learners to **describe** ways to maintain confidentiality in day to day communication.

Tutors could use the case study included to generate a group discussion around what the term confidentiality means. Role plays could then be used to further explore key points that arise out of discussions and learners could be asked to act out what they think happened next. A word storm could then follow around the meaning of confidentiality in adult social care settings and learners could be asked to describe ways to maintain confidentiality in day to day communication.

Assessment Criterion 4.3 requires learners to **describe** the potential tension between maintaining an individual's confidentiality and disclosing concerns to agreed others.

Tutors could ask learners to discuss a range of different situations when confidential information might need to be shared with agreed others. The learners could then be given a series of cards for example 'share' and 'not share' and asked to place these next to each situation. The correct answers could then be shared with the group and a discussion could follow around the potential tensions that the sharing of this confidential information may create between the rights of the individual and those of others. These, for example, could include issues around safeguarding.

Assessment Criterion 4.4 requires learners to **explain** how and when to seek advice about confidentiality.

Interviews with practitioners from different adult social care settings would enable learners to find out about how all information about individuals must be treated with respect and kept private. Learners could be asked to prepare their own questionnaires to use in the interviews; the questions could include when the sharing of confidential information can take place, how and when advice about confidentiality should be sought. Learners could then provide explanations to the whole group around how and when to seek advice about confidentiality. This discussion could include the referencing of workplace confidentiality policies.