

Model Assignment

January 2011

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 22: Principles of personal development 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.

The Ofqual accreditation number associated with this unit is:

Unit accreditation number L/602/3035

Qualification accreditation number (QAN) 501/1673/3

This model assignment remains live for the life of this qualification

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Model Assignment: Candidate Information

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit PWCS 22: Principles of personal development 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 personal development 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 unit is about the concepts of personal development and reflective practice which are fundamental to adult social care roles.

For this assignment you will show that you:

- understand what is required for good practice in adult social care roles
- understand how learning activities can develop knowledge, skills and understanding
- know how a personal development plan can contribute to own learning and development

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 what is required for good practice in adult social care roles

Assessment Criteria 1.1, 1.2 and 1.3

What is this task about?

Codes of practice, regulations and standards all influence the way adult social care job roles are carried out and are essential to upholding and demonstrating professional values and work practices. You need to be aware of these standards. You will also need to understand why reflecting on work activities is an important way to develop own knowledge and skills. Understanding ways to ensure that personal attitudes or beliefs do not obstruct the quality of work will also be important.

Angela and Sharon

Angela has worked part-time as an activities organiser in her local community centre for three years and is very committed to her job as she believes that activities provide good opportunities for people to meet others and develop new skills. Angela's role involves organising different activities for local residents on Wednesday and Friday evenings. On Wednesdays, older adults attend and take part in dance evenings and board games. On Fridays, younger adults come along to socialise and participate in a variety of activities including table tennis and quiz nights.

Angela's daughter, Sharon, used to volunteer on Wednesday evenings at the local community centre and feels she has gained a valuable insight into providing support to others. About a month ago Sharon, who is 21 years old, secured a part-time job in a residential care home working with older people with dementia. Sharon has agreed with her line manager to undertake a level 2 apprenticeship in health and social care which will mean that she will attend her local college 2 days a week.

What do you have to do?

Sharon's line manager has asked you to produce a **leaflet** to use with new staff. Your leaflet must:

- **Identify** standards that influence the way adult social care job roles are carried out, giving at least two examples

Your leaflet must include a handout to:

- **Explain** why reflecting on work activities is an important way to develop own knowledge and skills
- **Describe** ways to ensure that personal attitudes or beliefs do not obstruct the quality of work

Your evidence for this task will be your leaflet and handout.

Task 2: Understand how learning activities can develop knowledge, skills and understanding

Assessment Criteria 2.1, 2.2 and 2.3

What is this task about?

Improving and developing knowledge, skills and understanding is fundamental to providing high quality care and support in adult social care settings. Learning activities and reflecting on situations can be good ways of improving your own knowledge and learning. Feedback from others with whom you study or work can also encourage you to develop your own knowledge, skills and understanding further.

Angela and Sharon

Angela will soon be meeting with her line manager to discuss the training day she attended last week. This was delivered through a local charity in the area to explore the wide range of activities and resources that can be developed with individuals. Angela found the training very useful as she was able to meet with other activities organisers.

Sharon will be meeting for her first supervision with her line manager since she began her new job role as a residential care assistant. It has been agreed for her allocated tutor at the college to attend part of this meeting to discuss her progress to date with her level 2 health and social care apprenticeship. In preparation for the meeting Sharon has been asked to think about how both her work and college course have improved and developed her knowledge, skills and understanding.

What do you have to do?

You have been asked to do a **verbal briefing** for new staff. For your briefing you must:

- **describe** how a learning activity has improved your own knowledge, skills and understanding
- **describe** how reflecting on a situation has improved your own knowledge, skills and understanding
- **describe** how feedback from others has developed your own knowledge, skills and understanding

Your evidence for this task will be your verbal briefing.

You must also include a Witness Statement.

Task 3: Know how a personal development plan can contribute to own learning and development

Assessment criteria 3.1, 3.2, 3.3 and 3.4

What is this task about?

Identifying and developing own learning and development is fundamental to improving knowledge, skills and understanding in adult social care roles. Personal development plans are used to contribute to this process and you will need to understand what these are and who could be involved. You will also need to understand the benefits of using a personal development plan as well as the different sources of support for your own learning and development.

Angela and Sharon

Angela and her line manager have agreed to review her 6 months' targets in her personal development plan. This includes the development of a working group to explore next year's schedule for activities.

Sharon has attended the meeting with her line manager and course tutor and now has a personal development plan drawn up. Sharon has found the personal development process useful as this has given her the opportunity to reflect on the tasks she has completed both at college and at work.

What do you have to do?

You have been asked to produce a **poster** for the staff room to:

- **Define** the term 'personal development plan'
- **Identify** who could be involved in the personal development plan process
- **Identify** sources of support for own learning and development
- **List** the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding

Your evidence for this task will be your poster.

Candidate Evidence Checklist

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

UNIT PWCS 22: Principles of personal development in adult social care settings

CANDIDATE NAME: _____

CENTRE NUMBER: _____

For Task 1 (AC 1.1, 1.2, 1.3) have you:	Completed (✓)
Identified standards that influence the way adult social care job roles are carried out	
Explained why reflecting on work activities is an important way to develop own knowledge and skills	
Described ways to ensure that personal attitudes or beliefs do not obstruct the quality of work	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Leaflet	
<input type="checkbox"/> Handout	
<input type="checkbox"/> or other (please give details) _____	

For Task 2 (AC2.1, 2.2 and 2.3) have you:	Completed (✓)
Described how a learning activity has improved own knowledge, understanding and skills	
Described how reflecting on a situation has improved own knowledge, skills and understanding	
Described how feedback from others has developed own knowledge, skills and understanding	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Witness testimony	
<input type="checkbox"/> or other (please give details) _____	

For Task 3 (AC 3.1, 3.2, 3.3 and 3.4) have you:	Completed (✓)
Defined the term 'personal development plan'	
Identified who could be involved in the personal development plan process	
Identified sources of support for own learning and development	
Listed the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Poster	
<input type="checkbox"/> 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 22 – Task 2

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
Describe how a learning activity has improved own knowledge, skills and understanding	
Describe how reflecting on a situation has improved own knowledge, skills and understanding	
Describe how feedback from others has developed own knowledge, skills and understanding	

Supplementary Questions

Assessor Question 1
Candidate Answer
Assessor Question 2
Candidate Answer
Assessor Question 3
Candidate Answer

I confirm that the candidate above has achieved each of the Assessment Criteria listed above.

Signed (Witness): _____

Name and position _____

Date: _____

Signed (Candidate): _____

Date: _____

Model Assignment: Tutor Information

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Unit PWCS 22: Principles of personal development 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). If candidates choose to present a verbal account as evidence, a recording of the evidence will have to be available for moderation.
- 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 moderation please refer to the section on Assessment and Moderation in the Centre Handbook.

5 Presentation of work

- 5.1 Candidates may 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 Work must only be submitted for moderation when the centre assessor is satisfied that the evidence 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 learners will develop their knowledge around the concepts of personal development and reflective practice.

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

The Tasks

Task 1: Understand what is required for good practice in adult social care roles

Assessment Criteria 1.1, 1.2 and 1.3 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 what is required for good practice in adult social care roles. To be able to achieve this task, learners will need to be aware of the standards that influence the way adult social care job roles are carried out, and how to ensure that their personal attitudes or beliefs do not obstruct the quality of their work. Learners will also need to understand how learning activities and the personal plan process can develop their knowledge, skills and understanding.

Assessment Criterion 1.1 requires learners to identify the standards that influence the way adult social care job roles are carried out.

Tutors could begin by exploring with the group the definition and purpose of standards in working in social care settings with adults. Learners could be asked to conduct their own internet research about the different standards that influence the way adult social care job roles are carried out. Learners could be divided up into three groups and each group could be asked to find out three key points about an existing standard. The Skills for Care website is a useful starting point as this gives information about the different standards applicable to those working in adult social care settings, such as codes of practice and the revised Common Induction Standards. The Care Quality Commission website and the Skills for Care and Development's website are useful sources providing information about legislation and regulations.

Learners could be divided up into small groups and asked to word storm what standards influence the way adult social care job roles are carried out. Each group could then feed back to the whole group, 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 identifying the standards that influence the way adult social care job roles are carried out.

Assessment Criterion 1.2 requires learners to **explain** why reflecting on work activities is an important way to develop their own knowledge and skills.

The tutor will need to ensure learners understand reflection and could use 'journal' writing to demonstrate what reflection means.

Tutors could arrange for learners to interview two different practitioners, or through the use of role play, interview the two individuals described in the case study. This could generate information about why reflecting on work activities is an important way to develop own knowledge and skills.

Learners could prepare questionnaires for the interviews and afterwards share or present their findings to the group or give a written or verbal explanation of why reflecting on work activities is an important way to develop their own knowledge and skills.

Assessment Criterion 1.3 requires learners to **describe** ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

The case study in the task can be used to generate a group discussion around the ways to ensure that personal attitudes or beliefs do not obstruct the quality of work carried out.

Learners could begin by writing down their first reactions to the two individuals in the case studies and identifying through the use of role plays what personal attitudes and beliefs these two individuals may have, and how this may influence the way they carry out their job roles.

Learners could then describe, either verbally or in writing, ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.

Task 2: Understand how learning activities can develop knowledge, skills and understanding

Assessment Criteria 2.1, 2.2 and 2.3 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 learning activities can develop knowledge, skills and understanding. To achieve this task, learners will need to understand how learning activities, and reflecting on these and other situations they may have come across, can improve their knowledge, skills and understanding. They should also be aware of the role feedback from others plays in this process.

Assessment Criterion 2.1 requires learners to **describe** how a learning activity has improved their own knowledge, skills and understanding.

Assessment Criterion 2.2 requires learners to **describe** how reflecting on a situation has improved their own knowledge, skills and understanding.

Assessment Criterion 2.3 requires learners to **describe** how feedback from others has developed their own knowledge, skills and understanding.

Tutors could use the case study in the task to generate a group discussion around how learning activities and feedback from others improved the knowledge, skills and understanding of the two individuals' involved. Learners could then be divided into three groups, one group could consider the impact of learning activities, another reflection of a situation, and another feedback from others. Each group should give consideration to the value of these in improving knowledge, skills and understanding. Findings from each group could then be shared.

Learners could also be asked to think about a learning activity or situation they may have come across themselves and be asked to describe either verbally or in writing how a learning activity, reflecting on this and then receiving feedback from others has improved and developed their own knowledge, skills and understanding.

Tutors could arrange for learners to interview two different practitioners to generate information about how learning activities, reflecting on situations and obtaining feedback from others are important ways to develop their own knowledge and skills.

Learners could prepare questionnaires to use in the interviews and afterwards share or present their findings to the group.

Task 3: Know how a personal development plan can contribute to own learning and development

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

What will learners need to do to achieve this task?

For this task learners will need to demonstrate their knowledge of how a personal development plan can contribute to their own learning and development. To be able to achieve this task, learners will need to understand the meaning of the term 'personal development plan' and the benefits of this process in terms of identifying ongoing improvements in their own knowledge and understanding. Learners will also need to be aware of those who could be involved in this process and further sources of support for their own learning and development.

Tutors could have copies of Personal Development Plans for use in the session.

Assessment Criterion 3.1 requires learners to **define** the term 'personal development plan'

Learners could be given a card and asked to write one sentence defining the term 'personal development plan'. Learners' cards could then be placed on a flip chart and a whole group discussion could follow around the different meanings provided, including similarities and differences between these. Each learner could then be asked to give a written or verbal explanation of the definition of the term 'personal development plan'.

Assessment Criterion 3.2 requires learners to **identify** individuals who could be involved in the personal development plan process

Assessment Criterion 3.3 requires learners to **identify** sources of support for own learning and development

Assessment Criterion 3.4 requires learners to **list** the benefits of using a personal development plan to identify on going improvements in own knowledge and understanding

Tutors could use the case study in the task to ask learners to complete an activity around the personal development process. Learners could be divided up into two groups and each group could draw up a personal development plan for each individual described. Prior to this the whole group could discuss what must be included in a personal development plan.

Tutors could arrange for personal development plans from two practitioners to be used as a basis for exploring who could be involved in the process, informal and formal sources of support available internally and externally as well as the benefits of using plans.

Learners could then prepare an information handout to identify what a personal development plan consists of, who could be involved, sources of support and the benefits of using these.