

# Model Assignment

## January 2011

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

Unit PWCS 26 Understand person-centred approaches 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 J/602/3180

Qualification accreditation number 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 PWCS26 Understand person-centred approaches 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, e.g. 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, e.g. hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s). For some work, e.g. 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.

## Understand person-centred approaches in adult social care settings

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This unit introduces the concept of person-centred support as a fundamental principle of social care.

In this assignment you will show that you:

- Understand person-centred approaches for care and support
- Understand how to implement a person-centred approach in an adult social care setting
- Understand the importance of establishing consent when providing care or support
- Understand how to encourage active participation
- Understand how to support an individual's right to make choices
- Understand how to promote an individual's well-being

**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 person-centred approaches for care and support

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### Assessment Criteria 1.1 and 1.2

#### What is this task about?

Person-centred approaches are key to care and support for individuals. It is therefore important to know what person-centred values are and why it is important to work in a way that embeds person-centred values.

#### What do you have to do?

You should produce a report for a new care assistant that includes the following:

- a definition of person-centred values
- an explanation of why it is important to work in a way that embeds person-centred values.

**The evidence for this task will be your report for the new assistant.**

## Task 2: Understand how to implement a person-centred approach in an adult social care setting

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### Assessment Criteria 2.1, 2.2 and 2.3

#### What is this task about?

Following on from understanding what person-centered approaches are, it is then important to implement this type of approach in an adult social care setting. This can be done by finding out the history, preferences, wishes and needs of the individual. This information then needs to be used when planning care and support to facilitate working in a person-centred way.

#### **Mary**

Mary has just arrived in your care home. She has a daughter and received home care visits that had been arranged by her social worker.

## What do you have to do?

You must produce an information brief for other members of staff that includes the following:

- a description of how to find out the history, preferences, wishes and needs of an individual
- a description of how to take into account the history, preferences, wishes and needs of an individual when planning care and support
- an explanation of how using an individual's care plan contributes to working in a person-centred way

**The evidence for this task will be your information brief.**

## Task 3: Understand the importance of establishing consent when providing care or support

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### Assessment criteria 3.1, 3.2, 3.3 and 3.4

#### What is this task about?

Consent is extremely important in adult social care settings. This is so that the individuals have had a choice with regards to their care and have agreed to that care being carried out. If consent is not established any activities would be in contravention of the person-centred values and could even be termed as abuse. As some individuals in adult care settings do not have the abilities to give consent themselves, alternative sources of consent need to be available. It is equally important to know what to do if consent cannot be established.

#### **Mary**

Your supervisor has asked you to take Mary for a bath or shower.

#### **Jane**

You are working in the community and you visit Jane, who lives with her husband Fred, for her morning call to get her up and give her breakfast.

#### **Joey**

You have been asked by your manager to take Joey for his hospital appointment. Your manager gives you the letter from the hospital which confirms the appointment. Joey has learning disabilities, and is very anxious. He has an advocate called Steven.

## What do you have to do?

You have been asked to produce an information brief on establishing consent when looking after individuals.

Produce an information brief for other members of staff that includes the following:

- a definition of the term 'consent'
- an explanation of the importance of gaining consent when providing care or support.
- a description of how to establish consent for the activities or actions identified in **all three** scenarios above.
- an explanation of what steps to take if consent cannot be readily established in **all three** scenarios above.

**The evidence for this task will be your information brief.**

## Task 4: Understand how to encourage active participation

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**Assessment criteria 4.1, 4.2, 4.3 and 4.4**

### **What is this task about?**

Individuals in adult social care settings should be encouraged to actively participate in the activities and relationships of everyday life. There are many benefits for the individual when active participation is encouraged. Where there are barriers these should be reduced so that active participation is maximized.

#### **Scenario 1**

Jane is encouraged to choose her own clothes that she wants to wear each day, her toiletries and her choice of a bath or shower. She also chooses what she wants to eat.

#### **Scenario 2**

Mary always attends and actively participates in her care plan review.

#### **Scenario 3**

Jane chooses what she wants to do each afternoon; sometimes she visits a friend or she will go to bingo, or she will stay at home and watch television, among many other activities.

#### **Scenario 4**

Mary has had the same carer for ten years. As the carer knows her so well, Mary hardly chooses anything for herself – her carer chooses her clothes, her meals, her getting up time, her bed-time and even what she will watch on television. When Mary is given a choice now, she says 'I don't know, you choose'.



### **Scenario 5**

Arthur is in a residential home; the activities coordinator left two months ago and has not been replaced. No one has arranged any activities in which Arthur can participate.

### **What do you have to do?**

You have been asked to produce some content for the staff handbook on active participation, the benefits of active participation and ways of reducing barriers to active participation.

Produce content for the staff handbook that includes the following:

- a definition of what is meant by active participation
- a description of how active participation benefits the individuals in scenarios one, two and three above.
- a description of ways of reducing the barriers to active participation in scenarios four and five above.
- a description of ways of encouraging active participation.

**The evidence for this task will be your information for the staff handbook.**

## **Task 5: Understand how to support an individual's right to make choices**

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### **Assessment Criteria 5 .1, 5.2, 5.3, 5.4 and 5.5**

#### **What is this task about?**

All individuals in adult social care settings have the right to make choices and carry out those choices, even if this involves some risk-taking, just as in everyday life. Risk assessment can be used to identify the risks. When choices are restricted the individual has the right to question and challenge the decisions, but they may need someone to assist them.

#### **What do you have to do?**

You should produce an information booklet for relatives of an individual in an adult social care setting. The information booklet must include the following:

- identification of ways of supporting an individual to make informed choices.
- an explanation of why risk-taking can be part of an individual's choices.
- an explanation of how agreed risk assessment processes are used to support the right to make choices.
- an explanation of why a worker's personal views should not influence an individual's choices.

- a description of how to support an individual to question or challenge decisions concerning them that are made by **others**.

**The evidence for this task will be your information booklet.**

## Task 6: Understand how to promote an individual's well-being

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### **Assessment Criteria 6.1, 6.2 and 6.3**

#### **What is this task about?**

The well-being of individuals, and not just certain aspects of their care or ability, should be a prime focus of workers in adult social care settings. Identity and self-esteem are linked with well-being and the individual should be cared for as a whole person. The environment that the individual lives in will impact greatly on their well-being.

#### **What do you have to do?**

You should produce a report for a new care assistant that includes the following:

- an explanation of how individual identity and self esteem are linked with well-being.
- a description of attitudes and approaches that are likely to promote an individual's well-being.
- Identification of ways to contribute to an environment that promotes well-being.

**The evidence for this task will be your report for the new assistant.**

# Candidate Evidence Checklist

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

UNIT PWCS 26 Understand person-centred approaches in adult social care

CANDIDATE NAME: \_\_\_\_\_

CENTRE NUMBER: \_\_\_\_\_

For Task 1 (AC 1.1 and 1.2) have you:	Completed (✓)
Defined person-centred values	
Explained why it is important to work in a way that embeds person-centred values	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> report	
<input type="checkbox"/> or other (please give details) _____	

For Task 2 (AC2.1. 2.2 and 2.3) have you:	Completed (✓)
Described how to find out the history, preferences, wishes and needs of an individual	
Described how to take into account the history, preferences, wishes and needs of an individual when planning care and support	
Explained how using an individual's care plan contributes to working in a person-centred way	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> information brief	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 3 (AC 3.1, 3.2, 3.3 and 3.4) have you:</b>	Completed (✓)
Defined the term 'consent'	
Explained the importance of gaining consent when providing care or support	
Described how to establish consent for an activity or action	
Explained what steps to take if consent cannot be readily established	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Information brief	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 4 (AC 4.1, 4.2, 4.3 and 4.4) have you:</b>	Completed (✓)
Defined what is meant by 'active participation'	
Described how active participation benefits an individual	
Described ways of reducing barriers to active participation	
Described ways of encouraging active participation	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Information for the Staff Handbook	
<input type="checkbox"/> or other (please give details) _____	

<b>For Task 5 (AC 5.1, 5.2, 5.3, 5.4 and 5.5) have you:</b>	Completed (✓)
Identified ways of supporting an individual to make informed choices	
Explained why risk-taking can be part of an individual's choices	
Explained how agreed risk assessment processes are used to support the right to make choices	
Explained why a worker's personal views should not influence an individual's choices	
Described how to support an individual to question or challenge decisions concerning them that are made by others	
<b>Evidence provided (please ✓):</b>	Ref/Page no(s)
<input type="checkbox"/> Information booklet for relatives	
<input type="checkbox"/> or other (please give details) _____	

For Task 6 (AC 6.1, 6.2 and 6.3) have you:	Completed (✓)
Explained how individual identity and self esteem are linked with well-being	
Described attitudes and approaches that are likely to promote an individual's well-being	
Identified ways to contribute to an environment that promotes well-being	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Report	
<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 candidate 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:** \_\_\_\_\_

# Model Assignment: Tutor Information

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

Unit PWCS 26 Understand person-centred approaches 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](http://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, e.g. 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

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By completing this unit candidates will demonstrate knowledge to help them to understand person-centred approaches in adult social care settings

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

## The Tasks

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### Task 1: Understand person-centred approaches for care and support

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**Assessment Criteria 1.1 and 1.2 are assessed in this task.**

The requirements of this task are to ensure that candidates can define person-centred values and know why it is important to work in a way that embeds person-centred values.

For AC1.1 the tutor could hold a workshop using statements on cards that help to define person-centred values i.e. asking what clothes the individual wants to wear today, closing the curtains when getting undressed, talking to a carer about your holidays when bathing the individual, asking the individual what they would like to be called when you first meet them, telling the individual it is time for bed.

Their findings could be recorded on an interactive board or flip chart so that the main parts of the definition of person-centred values are established.

There could then be a tutor-led discussion that links into AC1.2 and how these statements assist in working in a way that embeds person-centred values and why it is important.

A DVD or TV documentary could be a useful source of this information.

## Task 2: Understand how to implement a person-centred approach in an adult social care setting

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

The requirements of this task are to ensure that candidates understand how to implement a person-centred approach in an adult social care setting.

For AC2.1 the tutor could set up a variety of role plays to get the candidates to interview their partners (who are role playing a variety of individuals) to find out the history, preferences, wishes and needs. The variety of individuals could fall into the following categories – able to speak and provide the information, suffering from dementia and giving confusing information, cannot speak at all, but has some written information, has an advocate with them.

The candidates could be given a pro-forma to complete with the information that they have gathered and then share their findings with the rest of the group.

For AC2.2 they could then have a tutor-led discussion on how to take into account the history, preferences, wishes and needs of the individual when planning care and support.

Alternatively, for AC2.3 a selection of admission histories and the resulting care plans could be available as resources and the group could view these and see if the two documents support person-centred planning and support.

A selection of care plans could be made available to the group. These could be discussed to investigate whether these contribute to working in a person-centred way.

A guest speaker from the local authority or private sector could be invited to give a talk on this topic.

## Task 3: Understand the importance of establishing consent when providing care or support

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

The requirements of this task are to ensure that candidates understand the importance of establishing consent when providing care or support.

For AC3.1 the tutor could lead a workshop to get the group to define consent. This information could then be recorded on an interactive board or flip chart.

For AC3.2 the discussion can then be extended to the importance of gaining consent when providing care or support.

A role play could be set up for the group to observe, i.e. a carer putting an individual in a wheelchair without establishing consent, then giving medication, the individual could be resisting these two actions to demonstrate their reluctance at these tasks being carried out without their consent.

For AC3.3 the candidates could work in pairs – one person could be the individual, the other the carer and they need to establish consent for an activity or action to be carried out. As the candidates playing the role of the individual know what consent is they should only agree to the activity when it has been properly established.

For AC3.4 if any of the candidates who are playing the role of carers cannot gain consent they could then think about alternatives.

Feedback could then be given to the rest of the group.

## Task 4: Understand how to encourage active participation.

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

The requirements of this task are to ensure that candidates understand how to encourage active participation.

For AC4.1 the tutor could lead a workshop to get the group to define active participation. This information could then be recorded on an interactive board or flip chart.

For AC4.2 the tutor could carry out an exercise to demonstrate what active participation is by involving the candidates in an activity, giving them choices, allowing them to work independently. Then carry out an exercise where there is no involvement, no choice, and no independence.

The candidates can discuss each situation to identify the benefits of active participation.

For AC4.3 a tutor-led discussion can identify barriers to active participation, and then the group can look at ways of reducing these barriers.

For AC4.4 a tutor-led discussion can identify ways of encouraging active participation.

A guest speaker from the local authority or private sector could be invited to give a talk on this topic.

## Task 5: Understand how to support an individual's right to make choices

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### **Assessment Criteria 5.1, 5.2, 5.3, 5.4 and 5.5 are assessed in this task.**

The requirements of this task are to ensure that candidates understand how to support an individual's right to make choices.

For AC5.1 a tutor-led discussion can identify ways of supporting an individual to make informed choices.

A DVD or TV documentary could be a useful source of this information.

For AC5.2 and AC5.3 the tutor could have risk assessments available that support the right of an individual to make choices i.e. an individual who is physically disabled may choose to go horse-riding, supporting an individual to live in their own home, an individual who chooses to go upstairs to bed.

The candidates could also research these topics or interview identified people from work-places to gather information on this topic.

For AC5.4 the tutor could ask the group to share their personal beliefs and then discuss how these could influence an individual's choices.

For AC5.5 carry out a tutor-led discussion on how to support an individual to question or challenge decisions concerning them that are made by others.

A guest speaker from the local authority or private sector could be invited to give a talk on this topic

## Task 6: Understand how to promote an individual's well-being

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### **Assessment Criteria 6.1, 6.2 and 6.3, are assessed in this task.**

The requirements of this task are to ensure that candidates understand how to promote an individual's well-being.

For AC6.1 carry out a tutor-led discussion to discuss how individual identity and self esteem are linked with well-being.

For AC6.2 carry out a tutor-led discussion on attitudes and approaches that are likely to promote an individual's well-being. If the discussion starts from the candidate's own viewpoint – what makes them feel good and how others interact with and affect them, this could then be linked into the social care work environment.

For AC6.3 carry out a tutor-led discussion to identify ways to contribute to an environment that promotes well-being. Again, if the discussion starts from the candidate's own viewpoint – what sort of environment makes them feel good and then link this to the social care work environment.