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EXEMPLAR

CANDIDATE WORK

UNIT HSC 2013

SUPPORT CARE PLAN ACTIVITIES

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INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit HSC 2013, Support care plan activities.

This exemplar evidence should be considered alongside the unit requirements, the Learning Outcomes and Assessment Criteria. This content has been selected by the OCR Chief External Verifier for the Health and Social Care Diplomas, to illustrate how the assessment criteria are applied, and to provide some commentary on what factors contributed to the final outcome.

The exemplar candidate evidence is intended to demonstrate how criteria have been met and are supported by a commentary. While the exemplars are intended to be useful in interpreting the specification's Assessment Criteria, they should in no way be regarded as definitive evidence.

This resource is provided for advice and guidance only.

EXEMPLAR UNIT: HSC 2013 – SUPPORT CARE PLAN ACTIVITIES.

UNIT PURPOSE

- Raises awareness of the required skills to be able to prepare to implement care plan activities
- Raises awareness of the required skills to be able to support care plan activities
- Raises awareness of the required skills to be able to maintain records of care plan activities
- Raises awareness of the required skills to be able to contribute to reviewing activities in the care plan

EVIDENCE FOR LEARNING OUTCOME 1

BE ABLE TO PREPARE TO IMPLEMENT CARE PLAN ACTIVITIES

Assessment Criteria:

AC1.1 – **Identify** sources of information about the individual and specific care plan activities

AC1.2 – **Establish** the individual's preferences about carrying out care plan activities

AC1.3 – **Confirm with others** own understanding of the support required for care plan activities

Extract from **Observation:**

Observation: (The learner is referred to as 'S' in the observation)

'I had an observation with S today in a service user's home supporting her with a range of care plan activities. When I arrived and rang the doorbell, S checked it was me, opened the door for me and let me in. She closed the door behind me and took me to the bedroom where the service user was lying on the bed and introduced me. She explained to the service user that I was her assessor and that I was coming to observe her as she had explained to her before and asked her if she still had her permission for the observation to go ahead. The service user informed me that she used to be a manager when she worked and was always assessing her staff at work and was glad to be assisting the learner with her assessment. S also introduced me to her colleague who was working as a double with her. She then excused herself and told them that she was going to the lounge to get the records.

I observed that S took out the service user's care plan and looked through the pages. S then read through this with the service user and her colleague to confirm the service user's communication needs, dietary needs, choices and preferences and risk assessments records in relation to various activities. S checked the information with the service user first and then confirmed this with her colleague. After going through the service user's care plan S noted and confirmed with her colleague and the service user that there were precautions to take in relation to the service user's nutritional needs and preferences as although the service user had no known food allergies she is on a low salt diet because of her blood pressure. S also discussed with the service user her preference to make her own independent decisions over her meals in keeping with her care plan and eating on her own. S stated that she respected this and confirmed with her colleague how they would support her with understanding the choices of meals available and observing infection control and health and safety precautions only; the service user said that she understood and agreed.

Extract from **Personal Statement:**

Personal Statement: Care Planning

'My role is based around providing support to individuals with various mental health issues and learning disabilities who can at times demonstrate challenging behaviour. My role is to provide support and guidance to help them to live as independently as possible. I work closely with other members of the team to implement care plans and regularly take individuals out on trips to shops, the cinema and various other activities. I also work with the occupational teams to provide stimulating and challenging activities for the individuals.

When drawing up a care plan we must consider and understand the values of the individuals we support: like their rights, choices, privacy, independence, dignity, respect, partnership, equal opportunities and individuality. As a support worker we need to think of these values as a network of support. For me it's clear that everyone I support is an individual, with their own particular likes and dislikes, strengths and personality.

I think of one individual I work with who comes from a Jewish background and visits the synagogue several times a year for important festivals and holy days. None of his support workers are Jewish so we encouraged this individual to ask his older brother to come and explain to the staff about the importance of her going to the synagogue. Now, in the care plan we have added a "support plan for religious life" section. When we developed the care plan, we realised that it's helpful if it include details about his ethnic background and religion to ensure that the service user gets the support he needs.

Typically a care plan may involve writing down what the service user wants to achieve, and how this can be done. Linking up with transport, social, educational, health and other community-based services will bolster the chances of the aims of the plan being realised. The care plan may also outline how health issues can be managed so that the learning disabled person can lead the most active and independent life possible. The support staff should be on hand to make sure that these sorts of plans are implemented on a day-to-day basis where possible.'

COMMENTARY FOR EVIDENCE FOR ACS 1.1, 1.2 AND 1.3

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices to meet these criteria as well as a **personal statement** from the learner as a supporting piece of evidence. The **observation** has been recorded clearly by the assessor and the **personal statement** is also recorded well in terms of describing specifically the learner's practices in relation to identifying sources of information and establishing the individual's preferences with the individual and others.

This assessment methods are **valid** as they measure the learner's skills in being able to prepare to implement care plan activities. The **observation** is the required assessment method for the assessment criteria included in this 'be able to' learning outcome.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well the different sources of information about the individual and the care plan activities (the individual, own colleague and the care plan), how to establish the individual's preferences about carrying out care plan activities and how to confirm with the individual and own colleague the support required.

The personal statement is a good piece of supporting evidence that reflects well the learner's awareness of the different sources of information and how others can be involved in the understanding the support an individual requires for care plan activities.

- **Breadth of Evidence:** The learner's evidence **meets ACs 1.1, 1.2 and 1.3 fully** in terms of **identifying** sources of information, **establishing** the individual's preferences and **confirming with others** own understanding of the support required for care plan activities.

EVIDENCE FOR LEARNING OUTCOME 2

BE ABLE TO SUPPORT CARE PLAN ACTIVITIES

Assessment Criteria:

AC2.1 – **Provide** support for care plan activities in accordance with the care plan and with agreed ways of working.

AC2.2 – **Encourage** the active participation of an individual in care plan activities

AC2.3 – **Adapt** actions to reflect the individual's needs or preferences during care plan activities

Extract from Observation:
Personal Statement: 'Describe the importance of adhering to the different activities that you are required to complete as part of your job'
<i>'...Back with the service user, S communicated and interacted with her in a manner that demonstrated excellent communication skills, by positioning herself properly to make good eye contact with her, involved the service user and communicated with her as an equal and always established that there was clear understanding both ways. S informed the service user that it was time for lunch and would like her to choose what she would like to eat and drink as this is what she has said is important to her and has been included in the care plan. S provided her with the choices of the menu and slowly and clearly read these out to her, pausing and giving her time to process what she was saying and while waiting for her response. S answered her questions patiently and reinforced the service user's choices and likes including when she had changed her mind during this process over the options she wanted.</i>
<i>S supported her to make her choices in a way that reflected a balanced diet and at the same time, met her dietary needs as specified in the care plan.</i>
<i>S then also observed the hygiene precautions taken by the service user prior to eating and prompted her once only with a verbal prompt how to wash her hands using an effective hand washing technique. The service user explained she preferred to use own liquid soap and so S asked her to use this instead if this is what she preferred and so the service user decided to do so..'</i>

COMMENTARY FOR EVIDENCE FOR ACS 2.1, 2.2 AND 2.3

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to using agreed ways of working when providing support for care plan activities, encouraging the active participation of the individual and adapting own actions to reflect individual's needs and preferences at the time.

This assessment method is **valid** as it measures the learner's skill in being able to prepare to support care plan activities.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well how support is provided for two different care plan activities (choosing from menu options and making preparations prior to eating) in line with the individual's care plan (the requirements of which were described for ACs 1.1, 1.2 and 1.3) and how the learner encourages the individual to be an active participant in own care plan activities.

The observation also reflects how the learner adapts own actions to reflect the individuals' needs and preferences: *'S answered her questions patiently and reinforced the service user's choices and likes including when she had changed her mind during this process over the options she wanted... The service user explained she preferred to use own liquid soap and so S asked her to use this instead if this is what she preferred and so the service user decided to do so.'*

- **Breadth of Evidence:** The learner's evidence **meets ACs 2.1, 2.2 and 2.3 fully** in terms of **providing** support for care plan activities, **encouraging** the active participation of an individual in care plan activities and **adapting** actions to reflect the individual's needs or preferences during care plan activities.

EVIDENCE FOR LEARNING OUTCOME 3

BE ABLE TO MAINTAIN RECORDS OF CARE PLAN ACTIVITIES

Assessment Criteria:

AC3.1 – **Record** information about implementation of care plan activities, in line with agreed ways of working.

AC3.2 – **Record** signs of discomfort, changes to an individual's needs or preferences or other indications that care plan activities may need to be revised.

Extract from **Observation:**

Observation: (the learner is referred to as 'S' in the observation)

'...Afterwards, S reported and recorded the services delivered regarding what the service user had eaten and drunk and made recommendations on the logbook and in the service user's care plan on how best to support the service user with menu choices and prior to eating with maintaining own personal hygiene. S explained that this was necessary to make sure the service user was having a balanced diet and eating safely and healthily.

S also recorded clearly the individual requiring a verbal prompt to wash her hands thoroughly and the service user's request stating that she prefers to use her own liquid soap.

S completed the report in the office in private explaining to me that this was to maintain the confidentiality and security of the service user's personal information and stored the report in the right place, in the cabinet in the office and locked it afterwards and placed the key in the secure location in the office.'

Extract from **Observation of Work Product:**

Work Product – Care Plan Record:

'The learner explained that this is drawn up in a person centred way so that it is developed around the strengths of the individual their values and beliefs, which puts the service user in control. The learner showed me that the care plan she completed included details of the clients history, communication needs, health and well-being, having a learning disability, medication, behaviour, education including going to the college twice weekly for arts and craft.

It also covered social and recreational activities including going to the day centre twice weekly, doing shopping going to the social club, cinema and eating out, finances and benefits, family and support networks, the circle of support including all the people involved in the service user's care and support to enable her to meet the medium and long term goals of moving into own flat and having a job as stated in the one page profile.

The care plan is developed around the clients choices, preferences and support needs and included changes to the service user's personal care routines to the use of only verbal prompting, food and drink requirements and beginning to support with cooking to promote more independence as requested by the service user'

COMMENTARY FOR EVIDENCE FOR ACS 3.1 AND 3.2

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices and **observation of work product evidence** to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to recording information about implementation of care plan activities and changes to the individual's preferences that arose during the implementation of these activities.

The observation of the care plan record further supplemented the learner's skills of how to effectively maintain records of care plan activities.

This assessment method is **valid** as it measures the learner's skill in being able to maintain records of care plan activities. The observation is the required assessment method for the assessment criteria included in this 'be able to' learning outcome.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well how the learner recorded information about the care plan activities she supported the individual with including the changes in her preferences that arose during these.

The work product evidence is a good piece of supporting evidence that reflects well the learner's awareness of the details to record about care plan activities including the changes to an individual's needs or preferences that indicate that activities will need to be revised.

- **Breadth of Evidence:** The learner's evidence **meets ACs 3.1 and 3.2 fully** in terms of **recording** information about the implementation of care plan activities as well as any changes that indicate that activities may need to be revised.

EVIDENCE FOR LEARNING OUTCOME 4

BE ABLE TO CONTRIBUTE TO REVIEWING ACTIVITIES IN THE CARE PLAN

Assessment Criteria:

AC4.1 – **Describe** own role and roles of others in reviewing care plan activities.

Extract from Personal Statement:
Personal Statement: Care Planning
<p><i>'In the care team my responsibilities are to contribute to the review of the care plan. My contribution is :</i></p> <ol style="list-style-type: none"> <i>1. to facilitate the plan with my training and experience in this</i> <i>2. to be a member of the planning and meeting process</i> <i>3. to contribute to the actions that result from the plan</i> <i>4. support the person or the family to lead on his or her own plan</i> <p><i>My role is to spend time with the focus person reading the plan and increasing my understanding of the person through the plan as the focus person will have experience of working with the individual and will know them well.</i></p> <p><i>For example, before starting a shift and going for an outside activity with a new service user I read his personal care plan and learn what he likes to do or what he does not like, what risks he incurs, if he has a special diet to follow...</i></p> <p><i>We also have in the care team the Care Manager. The care manager's role is to enable the individual to take more control of their own lives whilst also supporting them to make effective use of other services, professionals and wider community resources. The care manager must work intelligently to make the best use of all the available resources, including those relating to the individual, their community and other services.</i></p> <p><i>Many professionals are connected with people with a learning disability as are friends and family outside of any formal role. In these instances, professionals may be invited to contribute to a plan in the same way as any friend would providing that the person agreed and this was of benefit to them – it may focus more on the person and what is working and what isn't, how this compares to how they used to be and what they used to do.</i></p>

COMMENTARY FOR EVIDENCE FOR AC 4.1

- **Assessment Method:** The learner has completed a **personal statement** to describe own role and the role of others including the role of the focus person, care manager, other professionals, friends and family .

This assessment method is **valid** as it measures the learner's knowledge of own role and the role of others in reviewing care plan activities.

- **Quality of Evidence:** The personal statement is of a good quality because the learner demonstrates clearly own knowledge against this assessment criteria. The personal statement details well the specific role of the learner as well as the specific roles of a range of 'others' with regards to reviewing care plan activities.
- **Breadth of Evidence:** The learner's evidence **meets AC 4.1 fully** in terms of **describing** own role and the roles of others in reviewing care plan activities.

Assessment Criteria:

AC4.2 – **Seek** feedback from the individual and others on how well specific care plan activities meet the individual's needs and preferences.

AC4.3 – **Contribute** to review of how well specific care plan activities meet the individual's needs and preferences

AC4.4 – **Contribute** to agreement on changes that may need to be made to the care plan

Extract from Observation:**Observation:**

'...I observed the learner review an individual's care plan with them. A is 23 years old and she was supported by the learner to have a support plan review meeting today. The learner and A had prepared for this together and A had invited her sister and advocate to today's meeting and also agreed for the learner and her manager to attend.

The learner began by asking A how she felt her plan with going out more and doing more activities was working. A explained that she enjoyed the shopping trips and going to the park when the weather was nice. A added that the trips to the cinema had not happened because her friends were not able to meet with her as where they lived they did not have sufficient staff to do this and when they did her friends thought that the cinema was too expensive. The learner asked the others' views on this the learner's advocate supported her in this as they had discussed this already and A's sister explained that perhaps she wouldn't be able to go to the cinema if this was the case.

The learner asked A whether there were other activities she could do with her friends and suggested going out with them to a café which they enjoyed or inviting them over to her house. A thought this was a good idea. The learner confirmed with A that they would record this in her care plan and suggested a plan for A to contact her friends to agree some days and activities as ideas that they would enjoy and then A asked for her advocate and the learner to support her with this – the learner documented this in full and agreed the wording with A...'

COMMENTARY FOR EVIDENCE FOR ACS 4.2, 4.3 AND 4.4

- **Assessment Method:** The assessor has used direct **observation** of the learner's practices to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to seeking feedback from the individuals and others, contributing to reviewing and updating the care plan.

This assessment method is **valid** as it measures the learner's skill in being able to contribute to reviewing activities in the care plan.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence against each of the assessment criteria. The observation details well how the learner seeks feedback from the individual, her advocate and sister on how well were the specific care plan activities in relation to going out and doing more were working. The learner also contributes to reviewing and updating the care plan with A's full agreement and involvement.
- **Breadth of Evidence:** The learner's evidence **meets ACs 4.2, 4.3 and 4.4 fully** in terms of **seeking** feedback from the individual and others, **contributing** to the review and to the changes that need to be made to the care plan.

SUMMARY OF HOW EXEMPLAR EVIDENCE FOR HSC 2013 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

Variety of assessment methods used	Yes	Observation Observation of work product Personal Statement
Valid assessment methods used	Yes	All assessment methods used were appropriate for validating the learner's knowledge and skills of all the assessment criteria in this unit.
Quality and Breadth of evidence sufficient	Yes	Evidence provided meets all the assessment criteria fully.

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