Live Assessment Material

Model Assignment 3

OCR Level 1/2 Cambridge National Award in Health and Social Care

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R024: Pathways for providing care in health, social care and early years settings

Please note:

This OCR model assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- Unit entry code   R024

- Certification code   Award J801/Certificate J811/Diploma J821

The accreditation numbers associated with this unit are:

- Unit reference number   T/503/6237

- Qualification reference   J801 - 600/4777/X, J811 - 600/4780/X, J821 - 600/4771/9

Duration: Approximately 10 hours

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Scenario for the assignment

Setting the scene – raising awareness of health, social care and early years services in the local area.

You have been asked to raise awareness of the range of local services available to residents in your area.

Produce a booklet to be delivered to residents in your local area.

Your booklet must include the following:

- the support available from different sectors and how they work together

- access routes and barriers to care

- an example of a care pathway you have produced for a condition

- an example of a care plan you have produced for an individual.

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your tasks

Task 1: Support available in health, social care and early years

This task covers all of Learning Outcome 1: Understand the different forms of support available in health, social care and early years

The booklet must include for **each** of the health, social care and early years sectors:

- a description of the types of services provided by:
    - o the statutory sector
    - o the private sector
    - o third sector.

You must also:

- describe how services are funded

- explain the contribution to care provision made by informal carers

- describe how the sectors work in partnership to provide support for individuals.

Task 2: Referral and barriers to accessing services

This task covers all of Learning Outcome 2: Know the access routes and barriers to care pathways

The booklet for people in the local area must describe:

- the role of professionals in providing access to services

- the different referral processes to access different forms of services

- the barriers which prevent individuals accessing services.

Task 3: An example of a care pathway and a care plan

This task covers all of Learning Outcome 3: Be able to produce care pathways for individuals

Services meet the needs of different groups of people. These different groups of people are children, adults, older people, people with disabilities and people with mental health needs.

For the booklet, create a care and support pathway recognising the needs of a group of people with a specific condition. You must also create a care plan for an individual using health, social care or early years services.

Your care and support pathway for the condition must include the:

- journey through the provision

- professionals involved

- consultation and communication methods used.

Your care plan for an individual must include:

- a description of the individual and their circumstances

- appropriate services and support for the individual.

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Unit R024: Unit title: Pathways for providing care in health, social care and early years setting

General guidance on using this assignment

1 General guidance

1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk

1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification for this qualification gives more information on the arrangements for assessing internally assessed units.

1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out this assignment

2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.

2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.

2.3 We have estimated that it will take approximately ten hours to complete all tasks. Learners would need approximately 3 - 4 hours to complete task 1, 2 - 3 hours to complete task 2, and 3 - 3.5 hours to complete task 3. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part of the task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

3.1 Each learner must produce individual and authentic evidence for each task within the assignment.

3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers or to work through answers in detail.

3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.

3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times. It is acknowledged that learners in their responses may refer to situations in the scenario we have provided but as the scenario is fictitious this does not break any rules of confidentiality.

3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes'*. Format must not be confused with the content or the type of evidence to be produced and it is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The assessment is structured so that learners are required to provide evidence of using appropriate Health and Social Care techniques to meet specified purposes. It is unlikely that evidence of the techniques used will, on their own, provide sufficient evidence to judge the extent to which they have been used appropriately. Annotations may help to provide this additional context. The section *Evidence Summary* at the back of this document will guide you on the type of evidence and formats for evidence.

4 Presentation of work for marking and moderation

4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.

4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted model assignment modification

The model assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You **must not** change the following:

• the learning outcomes

• the marking criteria

• the requirements for supervision and authentication as described in the specification section (*The internally assessed units*)

• the requirement to produce a care plan including a care and support pathway.

Permitted changes:

The model assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- The learner's assignment may be contextualised or amended to suit local needs. Any local health, social care or early years setting could be used as a focus.

- Who the individual is and what their needs are.

- Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.

- The type of evidence required and the format it takes.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design,* notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to adapt the model assignment we strongly advise that staff responsible for modifying the model assignment and quality assuring it refer to the publication *Fair access by design*.

If modifications are made to the model assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.

Specific guidance on the tasks

Introduction to the tasks

These guidance notes should be used in conjunction with the specification.

The tasks have been designed to enable learners to demonstrate their knowledge and understanding of the types of professionals and agencies. The support they provide, ways of accessing support services and the barriers that may prevent individuals from accessing services. Examples should be provided. Learners will produce a care plan that includes a care and support pathway for an individual using health, social care or early years services.

Specific guidance on Task 1: Support available in health, social care and early years

Learners may produce evidence for this task in two different ways:

1. Learners will address each sector of the three sectors separately giving details of the different services within each sector

2. Learners will approach this by outlining what statutory, private or third sector services are available giving examples of each of the sectors.

Either approach is acceptable.

Specific guidance on Task 2: Know the access routes and barriers to care pathways

The focus of this task is the role of professionals in providing access to services. Learners are not required to produce comprehensive job descriptions for the professionals involved.

Specific guidance on Task 3: An example of a care pathway

In the care and support pathway, when outlining the individual's journey through provision, a flow diagram could be used to illustrate the referral process. The flowchart could be extended to show the role of professionals involved and the communication methods used. If special methods of communication are required an example of support information for the person could be produced using Makaton symbols or British Sign Language.

When producing a care plan, taking into consideration the criteria for LO3, wherever possible, learners should base this on an individual or a situation (eg single parent, child with a disability, elderly grandparent) known to them. Teachers must ensure that the individual chosen has identifiable care needs which require a partnership approach. If based on a real person confidentially must be maintained.

The completed care and support pathway and care plan for the individual should be for an appropriate time period for the condition and individual chosen and demonstrate a partnership approach to providing care.

Evidence summary

When completing this assignment it may be possible to generate evidence for completing a task in a variety of formats. This list provides examples of the format that can be used, it is not exhaustive. In some cases the task or assignment will require a specific format for the outcome and this will be clearly marked with an asterisk in the table.

Task number	What learners need to produce (evidence)	Format of evidence (this list is not exhaustive)
Task 1	• Types of and the support given by different services • How services are funded • Contribution made by informal carers • How sectors work in partnership	• Booklet • Leaflet • Web site • Publicity materials • Flyer
Task 2	• Professionals' role in providing access • Referral process • Barriers to access	• Booklet • Flow chart of referral process • Annotated poster for each professional identified • Publicity materials • Flyer
Task 3	• Care and support pathway for a condition requiring a partnership approach • Care plan for an individual	• Planning documents • Flow chart/diagram • Support information in appropriate format eg Makaton symbols or BSL • Video evidence