

Cambridge TECHNICALS LEVEL 3

# HEALTH AND SOCIAL CARE

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Unit 12

Promote positive behaviour

Model assignment

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Please note:

You must use this assignment to provide evidence for summative assessment, which is when the learner has completed their learning for this unit and is ready to be assessed against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more information in this document under Guidance for tutors.

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# Guidance for tutors on using this assignment

## General

OCR Cambridge Technical set assignments are available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how employees within the health and social care sector would work with individuals who require care and support to ensure a positive environment and promote positive behaviour, to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant reason for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under 'Modifying the set assignment' later in this section.

You don't have to use the assignments that we provide. You can use this assignment as a guide to help you to design your own assignments and we provide an assignment checking service. You'll find more information on these matters in the qualification handbook in section 8 'Internal assessment'.

In the tasks, we'll refer to the format of evidence. Learners are **not** required to follow that format **unless** we tell them otherwise.

It's essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

**We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.**

## Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit. As this assignment is being used to ensure synoptic assessment takes place, learners should have completed the learning for all mandatory units and a substantial number of optional units before completing this assignment.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.

## When completing the assignment

**You should use this assignment in conjunction with the unit specification and qualification handbook.**

### Resources to complete the tasks

There are no specific resources required for these tasks.

### Health and Safety and the use of resources

Depending on the environment or the people that the learner will interact with then some supervision may be required. Learners should be instructed to follow health and safety guidance specific to the environment they are in.

### Time

You should plan for learners to have 9 – 12 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we've given an indication of how long it should take.

Learners can produce evidence in several sessions.

### Format of evidence

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets **all** of the pass criteria.

**Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.**

We don't have specific requirements for the format of evidence in this assignment. We've said what format the evidence could take for each task. For example, if we say 'You could include a report on ...', the evidence doesn't have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn't prevent the learner from accessing the grading criteria.

For more guidance on generation and collection of evidence, please refer to the section 8 'Internal Assessment', in the qualification handbook.

## Group work

This assignment hasn't been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners' evidence, you'll need to complete an individual statement for each learner.

## After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or 'mark' the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

## Reworking the assignment

If you and the learner feel they've not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner's own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under 'Authenticity of learner work'.

## Modifying the set assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must **not** change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section 'Designing your own assignments for internally assessed units' in section 8 of the qualification handbook.

**If modifications are made to the set assignment, whether to the scenario alone, or to both the scenario and individual tasks, it's your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.**

# General information for learners

**Q** *What do I need to do to pass this assignment?*

**A** You need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

**Q** *What do I need to do if I want to get a merit or distinction for this assignment?*

**A** For a merit, you need to produce evidence to meet the requirements of **all** the pass criteria for the unit this assignment relates to **and** you need to produce evidence to meet **all** the merit criteria.

For a distinction, in addition to the above, you also need to meet **all** the distinction criteria for this unit.

**Q** *What help will I get?*

**A** Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We've given your tutor information about how much support they can give you.

**Q** *What if I don't understand something?*

**A** It's 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** *I've been told I must not plagiarise. What does this mean?*

**A** Plagiarism is when you take someone else's work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It's not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it's important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

**Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.**

**Q** *What is referencing and where can I find out more information about it?*

**A** Referencing is the process of acknowledging the work of others. If you use someone else's words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people's work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else's work will not show that **you** know or understand it. Make sure it's clear in your work how you are using the material you have referenced **to inform** your thoughts, ideas or conclusions.

You can find more information about how to reference in the [The OCR Guide to Referencing](http://www.ocr.org.uk/i-want-to/skills-guides/) available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

**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. Your tutor can advise you how to do this.

Q ***Does my work for each task need to be in a particular format?***

A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we'll tell you if your evidence has to be in a specific format:

- If we say use the word '**must**', for example 'You must produce a report' or 'Your evidence/work must include a diagram', then you must produce the work in the stated format.
- If we use the word '**could**', for example 'You could include sketches of your ideas' or 'You could do this by annotating your diagram', this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q ***Can I ask my tutor for feedback on my work?***

A Yes, but they can't give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are **not** allowed to tell you exactly what to do to make your work better, but they **can** remind you about what they've taught you and you can use this additional learning to try and improve your work independently. They can say what they've noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can't tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q ***When I have finished, what do I need to do?***

A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don't need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work. You should make sure your work is labelled, titled and in the correct order for assessing. Hand in the work that you've completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q ***How will my work be assessed?***

A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.

# Assignment for learners

## Unit 12: Promote positive behaviour

### Scenario

#### **Meadow Hall Residential Home**

Meadow Hall is a residential home for adults with learning difficulties and disabilities. There are 15 residents of a mixed age-range with varying needs.

Solomon is 22 years old and lives at Meadow Hall. Solomon has learning disabilities and his behaviour is difficult to manage in everyday situations.

Mark is a 37 year old who has autism. He lives in Meadow Hall and is not able to communicate verbally. He enjoys art activities and being outside in the garden.

When Mark is emotionally upset he bangs and slaps his head, causing himself physical harm. He sometimes hits out at other people, because he doesn't like them being too close to him.

# The tasks

## **Task 1: An information pack for new staff at Meadow Hall**

(This task should take between 2 and 3 hours.)

Learning Outcome 2: Understand situations in which staff are required to use reactive and restrictive interventions

Learning Outcome 3: Be able to use interventions to promote positive behaviour, considering the impact on the individual

Learning Outcome 4: Know relevant legislation and guidance related to promoting positive behaviour

There are five new members of staff who have just started working at Meadow Hall.

Your manager has asked you to produce an information pack about promoting positive behaviour.

### **Your task is to:**

Produce an information pack about promoting positive behaviour.

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
	M2: Assess how recognising stages of behaviour could promote positive behaviour	
		D1: Evaluate the impact of strategies used to promote positive behaviour on an individual's wellbeing
P5: Describe legislation related to promoting positive behaviour		
<b>Tasks/Evidence</b>		
Your information pack <b>must</b> include: <ul style="list-style-type: none"> <li>• a description of relevant legislation and guidance related to promoting positive behaviour</li> <li>• an assessment of the importance of recognising stages of behaviour and how this could promote positive behaviour</li> <li>• a case study based on a resident that evaluates proactive interventions, reactive interventions and restrictive interventions in promoting positive behaviour</li> </ul>		

## Task 2: Staff presentation

(This task should take between 2 and 3 hours.)

Learning Outcome 2: Understand situations in which staff are required to use reactive and restrictive interventions

Learning Outcome 3: Be able to use interventions to promote positive behaviour, considering the impact on the individual

At lunchtime, Solomon became agitated as he didn't like what was being served and he threw his plate across the room. A new member of staff used restrictive intervention inappropriately with Solomon.

Your manager has asked you to present in a team meeting about the use of interventions. He wants to ensure that all staff use appropriate interventions with the residents.

### Your task is to:

Create a presentation that can be used in the team meeting.

Pass	Merit	Distinction
P3: Describe a situation where a reactive or restrictive intervention would be required		
	M3: Evaluate why restrictive interventions are used in only the most serious situations	
<b>Tasks/Evidence</b>		
<p>You could use Microsoft PowerPoint to help you develop your presentation. If you do, remember to make the text on your slides clear and large enough, so that it can be read by all and keep your presentation interesting by including some relevant images.</p> <p>You must show the process by which you have developed your presentation and include your detailed notes. A witness testimony, from your tutor who has observed you deliver your presentation, must also be included.</p> <p>Your presentation <b>must</b> include:</p> <ul style="list-style-type: none"><li>• a description of a situation where a reactive or restrictive intervention would be required</li><li>• an evaluation of why restrictive interventions are used in only the most serious situations</li></ul>		

### Task 3: Person-centred approach

(This task should take between 5 and 6 hours.)

Learning Outcome 1: Be able to promote positive behaviour

Learning Outcome 3: Be able to use interventions to promote positive behaviour, considering the impact on the individual

Your task is to:

1. Write a person-centred behaviour support plan for Mark and complete a role play that demonstrates how it could be used to promote positive behaviour.
2. Reflecting on your role play, create a written report that assesses how best practice could be evaluated in that situation.

Pass	Merit	Distinction
P1: Demonstrate a person-centred approach to promote positive behaviour	M1: Assess how best practice could be evaluated in promoting positive behaviour	
P2: Demonstrate best practice in promoting positive behaviour		
P4: Demonstrate strategies that could be used to promote positive behaviour		
<b>Tasks/Evidence</b>		
<p>Your person-centred behaviour support plan and role play <b>must</b> include evidence of:</p> <ul style="list-style-type: none"> <li>• Primary, secondary and tertiary strategies</li> <li>• A person-centred approach</li> <li>• Best practice in promoting positive behaviour</li> </ul> <p>Your role play could be done in pairs, or small groups, and you will perform the role of the practitioner.</p> <p>A witness testimony, from your tutor who has observed your role play, must also be included.</p> <p>Your written report <b>must</b> include consideration of the strengths and weaknesses of:</p> <ul style="list-style-type: none"> <li>• Peer review</li> <li>• Formal observation of practice</li> <li>• Supervision</li> <li>• Self-reflection on your practice</li> </ul>		

# Evidence Checklist

## OCR Level 3 Cambridge Technicals in Health and Social Care

### Unit 12: Promote positive behaviour

LEARNER NAME:

For Pass have you:	Completed (✓)	Ref/Page no(s)/DVD timings
Demonstrated a person-centred approach to promote positive behaviour (P1)		
Demonstrated best practice in promoting positive behaviour (P2)		
Described a situation where a reactive or restrictive intervention would be required (P3)		
Demonstrated strategies that could be used to promote positive behaviour (P4)		
Described legislation related to promoting positive behaviour (P5)		

For Merit have you:	Completed (✓)	Ref/Page no(s)/DVD timings
Assessed how best practice could be evaluated in promoting positive behaviour (M1)		
Assessed how recognising stages of behaviour could promote positive behaviour (M2)		
Evaluated why restrictive interventions are used in only the most serious situations (M3)		

For Distinction have you:	Completed (✓)	Ref/Page no(s)/DVD timings
Evaluated the impact of strategies used to promote positive behaviour on an individual's wellbeing (D1)		

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