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HEALTH AND SOCIAL CARE

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Unit 3

Working in a person-centred way

Model assignment

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Please note:

You can 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 model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how practitioners can encourage children and young people to be creative, 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 model assignment' later in this section.

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

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.

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 that you need to make available to learners when they are taking this assignment. You'll need to give them a copy of the scenario and the tasks. Sample case studies are provided in the Additional Materials section.

Time

You should plan for learners to have 8-14 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.

It's possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several 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 model 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. If you supply your own information to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

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 model 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.

If you're using this model assignment and delivering the Foundation Diploma or Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.

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 OCR Guide to Referencing* available on our website: <http://www.ocr.org.uk/Images/168840-the-ocr-guide-to-referencing>

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 3: Working in a person-centred way

Scenario

Independence UK is a voluntary group that works with health and social care workers to promote person-centred working practices and independence. The group visits health and social care settings and provides information and demonstrations on how to work in a person-centred way with different client groups.

As a volunteer for the group, you have been asked to create guidance for other workers on the importance of person-centred care. The group would also like you to take part in demonstrations of person-centred values with two different client groups and is happy for you to draw on placement experience. Finally, you have been asked to help provide an understanding of personal budgets through a presentation.

You will be joining the group on its next visit to a health and social care setting and have been asked to prepare the guidance and demonstration resources.

Task 1: The Importance of Person-Centred Care

(This task should take between 2 and 4 hours.)

Learning Outcome 1: Understand the importance of person-centred care

Learning Outcome 2: Be able to demonstrate person-centred values

Your task:

As a volunteer for Independence UK you have been asked to produce some guidance materials to help other workers understand the importance of person-centred care. The information pack should include a **report** and an **information leaflet**.

- The report is to be distributed in health and social care settings and should explain what is meant by person-centred care. It should then clearly summarise the 6 Cs of care.
- The information leaflet will be used by other workers to identify the impact of person-centred care on individuals. You need to explain the impact of person-centred care. You can use real-life experiences or case studies can be used if you do not have access to individuals who require care or support. The leaflet should also include a description of the benefits and barriers of person-centred care with reference to one specific individual or generally.

Pass	Merit	Distinction
P1: Explain what is meant by person-centred care	M1: Describe the benefits and barriers of person-centred care	
P2: Summarise the 6 Cs of care		
P3: Explain the impact of person-centred care		
Evidence		
<p>Your report and information leaflet must include:</p> <ul style="list-style-type: none"> • An explanation of what is meant by person-centred care. • A summary of the 6 Cs of care. • An explanation of the impact of person-centred care. • A description of the benefits and barriers of person-centred care covering at least two benefits and two barriers. 		

Task 2: Demonstrating Person-Centred Values

(This task should take between 4 and 6 hours.)

Learning Outcome 1: Understand the importance of person-centred care

Learning Outcome 2: Be able to demonstrate person-centred values

Your task:

Many workers report that it is difficult to understand what person-centred values look like. Your task is to demonstrate person-centred values at the next visit to a health care setting.

The health and social care workers you are going to visit have asked for a **demonstration** of person-centred values when working with individuals.

- Select **one** scenario and take part in a role play in which, whilst acting as the health care worker, you demonstrate at least two person-centred values. A peer can be selected to represent the individual receiving the care.
- Alternatively, work placement evidence which demonstrates at least two person-centred values in a scenario, could be submitted.

Following on from the demonstrations you will provide the workers with a **report** which justifies why it is important for health and social care workers to demonstrate person-centred values throughout their working practice.

Reflective practice is an important aspect of health and social care work. Independence UK has also asked that you reflect on your own approach to person-centred care whilst on placement and during the demonstrations, then evaluate your approach and make recommendations for improvement. This will be presented as a reflective statement.

Pass	Merit	Distinction
P4: Demonstrate person-centred values when working with individuals	M2: Justify why it is important for health and social care workers to demonstrate person-centred values throughout their working practice	D1: Evaluate own approach to person-centred care and make recommendations for improvement
Evidence		
<p>Your demonstrations must be recorded and submitted as evidence/ a witness statement.</p> <p>If you use placement evidence for P4 then you must provide written evidence/ a witness statement of the observations from the relevant member of staff or placement officer.</p> <p>Your demonstrations must show:</p> <ul style="list-style-type: none"> • At least two person-centred values when working with individuals. <p>Your report must:</p> <ul style="list-style-type: none"> • Justify why it is important for health and social care workers to demonstrate person-centred values throughout their working practice. <p>Your reflective statement must include:</p> <ul style="list-style-type: none"> • An evaluation of your own approach to person-centred care and make recommendations for improvement. You can either use real-life experiences or case studies to consider how you would act in these situations. 		

Task 3: Understanding personal budgets

(This task should take between 2 and 4 hours.)

Learning Outcome 3: Understand personal budgets

Your task:

Health and social care workers have reported that they are confused about what personal budgets can and can't be used for. They have asked you to deliver a presentation on this topic during the next visit to their setting.

Prepare a **presentation** to deliver to health and social care workers that explains what is meant by a personal budget in person-centred care.

Produce a **report** to accompany the presentation that describes what personal budgets can and can't be used for. You will need to include at least two examples of what personal budgets can and can't be used for.

Pass	Merit	Distinction
P5: Explain what is meant by a personal budget in person-centred care		
P6: Describe what personal budgets can and can't be used for		
Evidence		
<p>You could use Microsoft PowerPoint or Prezi 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. Keep your presentation interesting by including some relevant images.</p> <p>Your presentation and report must include:</p> <ul style="list-style-type: none">• An explanation of what is meant by a personal budget in person-centred care.• A description of what personal budgets can and can't be used for with at least two examples of each.		

Evidence Checklist

OCR Level 2 Cambridge Technicals in Health and Social Care Unit 3: Working in a person-centred way

LEARNER NAME:

For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
P1: Explained what is meant by person-centred care.	
P2: Summarised the 6 Cs of care.	
P3: Explained the impact of person-centred care.	
P4: Demonstrated person-centred values when working with individuals.	
P5: Explained what is meant by a personal budget in person-centred care.	
P6: Described what personal budgets can and can't be used for.	

For Merit have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
M1: Described the benefits and barriers of person-centred care.	
M2: Justified why it is important for health and social care workers to demonstrate person-centred values throughout their working practice.	

For Distinction have you:	Where can your tutor find the evidence? Give page no(s)/digital timings, etc.
D1: Evaluated own approach to person-centred care and made recommendations for improvement.	

Additional Materials

Learners may not have access to individuals receiving care and scenarios can be used as an alternative throughout this assignment. The following scenarios are provided as suggestions to support tutors and learners.

- Gemma has cerebral palsy and due to her limited mobility, she uses a wheelchair. She is currently receiving care in support living accommodation at a local specialist college for disabled students. A care plan needs to be put in place.
- Hassan is an elderly man with dementia who has recently joined a local care home. A care plan needs to be in place
- Nicholas is 14 years old and has recently been placed in a residential home for young people. He still wants to be able to see his family and is not happy about all the new changes to his life, school and living arrangements.
- Priya is a hospital patient requiring a routine operation. Whilst she is in hospital it is Ramadan. As a Muslim she has specific dietary requirements and prayer needs.

To find out more
ocr.org.uk/healthandsocialcare
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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