

Cambridge TECHNICALS LEVEL 2

# HEALTH AND SOCIAL CARE

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Unit 5

Working in adult health and social  
care environments

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](http://www.ocr.org.uk).

The purpose of this assignment is to provide a scenario and set of tasks that introduce you to the key aspects of working in adult health and social care environments, 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 resource requirements for this assignment. Every learner will need access to the following resources:

- Task 2 requires learners to obtain a witness testimony from their tutor who has observed them develop and participate in a group role play on how to adapt the environment in adult health and social care settings. A Witness Testimony form can be accessed from OCR's website and additional guidance on witness testimonies is included in the OCR Centre Handbook for this qualification.
- Task 3 requires learners to obtain a witness testimony from their tutor who has observed them develop and participate in a group role play/work placement on how to control infection in an adult health and social care setting. A Witness Testimony form can be accessed from OCR's website and additional guidance on witness testimonies is included in the OCR Centre Handbook for this qualification.

## Time

You should plan for learners to have 10-13 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

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 5: Working in adult health and social care environments

### Scenario

#### Mr Everett

Mr Everett is aged 72 and lives on his own. He has Type 2 diabetes and osteoarthritis. He has lived with both health conditions for many years and has learned how to manage both independently.

Recently, Mr Everett's memory has deteriorated and he has forgotten on several occasions to take his medication and attend hospital appointments. His daughter and son-in-law visit him every week and together they have discussed how best they can support him and ensure that he continues to maintain his independence, keep active and healthy.

## Task 1: Produce an information handout of adult health and social care provision

(This task should take between 2 and 3 hours)

**Learning Outcome 1:** Understand types of adult health and social care settings and environments

**Learning Outcome 4:** Understand Continuous Professional Development in an adult health and social care setting

Your task:

Produce an information handout about the range of adult health and social care provision available in the local area.

Mr Everett's daughter has contacted the local authority adult social services department to find out about the range of health and social care services available in the local area that her father may be able to access. After a discussion with her father, they have decided to find out about residential care homes available in the local area.

You are a social care student doing work placement in the local social services department and have been tasked with the production of an information handout to give to relatives like Mr Everett's daughter. This should describe the range of adult health and social care provision available in the local area.

Pass	Merit	Distinction
*P1: Describe the differences between adult health and social care settings/environments	M1: Explain the inspection requirements for a selected adult health and social care service	
P2: Outline the regulatory requirements for adult social care settings/environments		
P10: Describe CPD requirements in health and social care environments		
<b>Evidence</b>		
<p>Your information handout could include:</p> <ul style="list-style-type: none"><li>• photographs and drawings of the different types of adult healthcare and social care settings/environments.</li><li>• regulatory and inspection requirements presented in the form of a chart.</li><li>• an annotated diagram of CPD requirements in health and social care environments.</li></ul> <p>Your information handout must include evidence of:</p> <ul style="list-style-type: none"><li>• a description of the different types of adult healthcare settings/environments and an outline of their regulatory requirements.</li><li>• a description of the different types of adult social care settings/environments and an outline of their regulatory requirements.</li><li>• a description of the differences between adult healthcare and adult social care settings/environments.</li><li>• an explanation of the inspection requirements for one adult healthcare or social care service.</li><li>• a description of CPD requirements for workers in at least two adult health and social care environments.</li></ul>		

## Task 2: Develop and participate in a role play of how to adapt the environment in adult health and social care settings

(This task should take between 3 and 4 hours)

**Learning Outcome 2:** Be able to adapt the environment in adult health and social care settings

Your task:

Develop a role play where you are acting as a Care Worker.

Mr Everett's daughter has discussed with her father the information handout that was provided. They have looked at the range of health and social care services available in the local area. They have decided that they would like to visit the residential care home where you are a care worker, to find out more about the support provided in this type of setting. The manager of the residential care home where you work has asked you to show Mr Everett and his daughter around this environment.

Pass	Merit	Distinction
P3: Adapt an environment so it is suitable for adults	M2: Describe ways in which adaptations to the environment could benefit adults	D1: Evaluate the appropriateness of adaptations in an adult health and social care setting
<b>Evidence</b>		
<p>Your role play will involve:</p> <ul style="list-style-type: none"><li>• working on your own and in small groups.</li><li>• you performing the role of the Care Worker.</li></ul> <p>A witness testimony, from your tutor who has observed your role play, must also be included.</p> <p>The role play must include evidence of:</p> <ul style="list-style-type: none"><li>• adaptations you have made to an environment so it is suitable for adults.</li><li>• a description of at least two ways in which adaptations to the environment could benefit adults.</li><li>• an evaluation of the appropriateness of adaptations in an adult health and social care setting.</li></ul>		

## Task 3: Develop and participate in a group role play/work placement of how to control infection in an adult health and social care setting and produce an information booklet

(This task should take between 5 and 6 hours)

**Learning Outcome 3:** Be able to control infection in an adult health and social care setting

Your task:

Develop and participate in a group role play and produce an information booklet on infection control.

You must also produce a guide/information booklet about the procedures that are in place to prevent and control the spread of infections in the Home.

You are the Home's Manager and you will be showing and explaining to Mr Everett and his daughter the infection control procedures you have developed for the Home and that are used in adult health and social care settings.

Pass	Merit	Distinction
*P4: Describe what is meant by 'standard infection control precautions' in health and social care settings	M3: Explain when workers and adults should wash their hands and why	D2: Analyse the potential impacts of poor infection control
P5: Explain hazards you may be faced with in an adult health and social care setting	M4: Explain infection control procedures used when cleaning in adult health and social care environments	
P6: Demonstrate appropriate hand-washing techniques		
P7: Demonstrate correct food hygiene procedures when storing and preparing food		
P8: Describe good hygiene practice for workers in a health and social care setting		
P9: Demonstrate appropriate cleaning and waste management in an adult health and social care setting		
<b>Evidence</b>		
<p>Your role play will involve:</p> <ul style="list-style-type: none"><li>• working in small groups.</li><li>• you performing the role of the Home Manager.</li></ul> <p>A witness testimony, from your tutor who has observed your role play, must also be included.</p> <p>Your demonstration of appropriate handwashing techniques could be supported by photographic evidence or videos.</p>		

The role play must include evidence of you demonstrating:

- appropriate hand-washing techniques.
- correct food hygiene procedures when storing and preparing food.
- appropriate cleaning and waste management in an adult health and social care setting.

Your information booklet could include:

- photographs of hazards in adult health and social care settings.
- drawings to illustrate good hygiene practice for workers in adult health and social care settings.

Your information booklet must include evidence of:

- a description of the meaning of 'standard infection control precautions' in health and social care settings.
- an explanation of at least two hazards in an adult health and social care setting.
- a description of good hygiene practice for workers in a health and social care setting.
- an explanation of when workers and adults should wash their hands and the reasons why.
- an explanation of the infection control procedures used when cleaning in at least two adult health and social care environments.
- an analysis of the potential impacts of poor infection control.



# Evidence Checklist

## OCR Level 2 Cambridge Technicals in Health and Social Care

### Unit 5: Working in adult health and social care environments

LEARNER NAME:

<b>For Pass have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
*P1: Described the differences between adult health and social care settings/environments.	
P2: Outlined the regulatory requirements for adult social care settings/environments.	
P3: Adapted an environment so it is suitable for adults.	
*P4: Described what is meant by 'standard infection control precautions' in health and social care settings.	
P5: Explained hazards you may be faced with in an adult health and social care setting.	
P6: Demonstrated appropriate hand-washing techniques.	
P7: Demonstrated correct food hygiene procedures when storing and preparing food.	
P8: Described good hygiene practice for workers in a health and social care setting.	
P9: Demonstrated appropriate cleaning and waste management in an adult health and social care setting.	
P10: Described CPD requirements in health and social care environments.	

<b>For Merit have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
M1: Explained the inspection requirements for a selected adult health and social care service.	
M2: Described ways in which adaptations to the environment could benefit adults.	
M3: Explained when workers and adults should wash their hands and why.	
M4: Explained infection control procedures used when cleaning in adult health and social care environments.	

<b>For Distinction have you:</b>	<b>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</b>
D1: Evaluated the appropriateness of adaptations in an adult health and social care setting.	
D2: Analysed the potential impacts of poor infection control.	

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