

## Model Assignment

### January 2011

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit SHC 024: Introduction to duty of care in health, social care or children's and young people's settings

**Please note:**

**This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow candidates to meet all the assessment criteria.**

The Ofqual accreditation number associated with this unit is:

Unit accreditation number H/601/5474

Qualification accreditation number (QAN) 501/1673/3

This model assignment remains live for the life of this qualification

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## Model Assignment: Candidate Information

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit SHC 024: Introduction to duty of care in health,  
social care or children's and young people's settings

CANDIDATE NAME: \_\_\_\_\_

# General Information for Candidates

Q *Do I have to pass this assignment?*

A Yes. You must pass this assignment to achieve the full qualification.

Q *What help will I get?*

A Your tutor will help you when completing the OCR model assignment and will make sure that you know what resources/facilities you need and are allowed to use.

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

A It is 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 *Can I copy other people's work?*

A No. The work that you produce must be your own work and you may be asked to sign a declaration to say that the work is your own. You should never copy the work of other candidates or allow others to copy your work. Any information that you use from other sources, eg books, newspapers, professional journals, the Internet, must be clearly identified and not presented as your own work.

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.

Q *How should I present my work?*

A You can present your work in a variety of ways, eg hand-written, word-processed, on video. However, what you choose should be appropriate to the task(s). For some work, eg presentations, coaching sessions, role-play, work experience, you will need to provide proof that you completed the task(s). A witness statement or observation sheet could be used for this. If you are unsure, check with your tutor.

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

A You need to hand in the work that you have completed for each task. Do not include any draft work or handouts unless these are asked for. When you hand in your work make sure that it is labelled, titled and in the correct order for assessing.

Q *How will my work be assessed?*

A Your work will be marked by an assessor in your centre. The assessor will mark the work using the assessment criteria in the qualification specification.

## Introduction to duty of care in health, social care or children's and young people's settings

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This unit introduces the concept of duty of care to individuals in adult social care settings and the need for an awareness of dilemmas or complaints that may arise where there is a duty of care.

In this assignment you will show that you:

- understand the implications of duty of care
- understand support available for addressing dilemmas that may arise about duty of care
- know how to respond to complaints

**Remember:**

- to keep a bibliography of all the sources you have used
- to meet the depth of the command words as given in the assessment criteria.

# Tasks

## Task 1: Understand the implications of duty of care

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### Assessment Criteria 1.1 and 1.2

#### What is this task about?

It is important that social care workers understand the term “duty of care” and how it affects them in their work role.

#### What do you have to do?

You must produce a report for a new care assistant that includes the following:

- a definition of the term “duty of care”
- a description of how the duty of care affects own work role

**The evidence for this task will be your written report for the new assistant.**

## Task 2: Understand support available for addressing dilemmas that may arise about duty of care

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### Assessment Criteria 2.1 and 2.2

#### What is this task about?

When working in adult social care settings there can be dilemmas that occur between an individual’s rights and the duty of care. It is important that social care workers can recognise these and where they can get additional support and advice about how to resolve such dilemmas.

#### **Mary**

Mary lives in a residential home. She is unsteady on her feet and suffers badly with arthritis in her hands. It is early evening and there are ten residents to assist to bed. Mary normally goes first. There are only two staff on duty. You go over to Mary and she says she wants to have a bath before bed. You take her to the toilet in her wheelchair, and she says wants to be left by herself in the toilet to manage her own toileting. Mary has not said this before.

When you finally get her to bed Mary says she wants a cigarette in bed.

#### What do you have to do?

You must produce an information brief for other members of staff that includes the following:

- a description of dilemmas that may arise between the duty of care and an individual’s rights.
- an explanation of where to get additional support and advice about how to resolve such dilemmas

You may refer to the scenario above, but your response must not be limited to the situation described in the scenario. It should cover situations that may feature in everyday support activities.

**The evidence for this task will be your information brief.**

### Task 3: Know how to respond to complaints

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#### Assessment criteria 3.1 and 3.2

#### What is this task about?

All adult social care settings should have a complaints procedure that can be used when things do not go as they should for individuals. This should allow them to identify their concerns with the management team. As a social care worker, you may be the first point of contact for individuals in these situations. You therefore need to know how to respond to complaints.

#### Mary

Mary tells you that she is unhappy that she was told she could not have a cigarette in her room as Joe next door smokes in his room and she does not think this is fair.

#### Mary

When you go in to get Mary up she says it is far too early and she wants to stay in bed. She doesn't see why she has to get up this early every day and wants to complain. She also says there is no point in getting up for breakfast as the food is terrible.

#### Mary

Mary tells you that one of the other carers was really rough with her when she was assisted to get up yesterday and it has left her with bruises.

#### What do you have to do?

You must produce an information brief for other members of staff that includes the following:

- a description of how to respond to complaints.
- identify the main points of agreed procedures for handling complaints

You may refer to the scenario above, but your response must not be limited to the situation described in the scenario.

**The evidence for this task will be your information brief.**

## Candidate Evidence Checklist

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit SHC 024: Introduction to duty of care in health, social care or children's and young people's settings

CANDIDATE NAME: \_\_\_\_\_

CENTRE NUMBER: \_\_\_\_\_

For Task 1 (AC 1.1 and 1.2) have you:	Completed (✓)
Defined the term 'duty of care'	
Described how the duty of care affects own work	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> written report	
<input type="checkbox"/> or other (please give details) _____	

For Task 2 (AC2.1, 2.2 and 2.3) have you:	Completed (✓)
Described dilemmas that may arise between the duty of care and an individual's rights	
Explained where to get additional support and advice about how to resolve such dilemmas	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> information brief	
<input type="checkbox"/> or other (please give details) _____	

For Task 3 (AC 3.1, 3.2, 3.3 and 3.4) have you:	Completed (✓)
Described how to respond to complaints	
Identified the main points of agreed procedures for handling complaints	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Information brief	
<input type="checkbox"/> or other (please give details) _____	

**I confirm that the items indicated above are attached. These have been assessed and provide sufficient evidence to demonstrate that the learner has achieved all of the assessment criteria for this unit.**

**Assessor name:** \_\_\_\_\_

**Assessor signature:** \_\_\_\_\_

**Internal quality assurer name:** \_\_\_\_\_

**Internal quality assurer signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**I confirm that the evidence provided is a result of my own work.**

**Candidate signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Model Assignment: Tutor Information

OCR Level 2 Certificate in Preparing to Work in Adult Social Care

Unit SHC 024: Introduction to duty of care in health, social care or children's and young people's settings

# Guidance For Centres

## 1 General

- 1.1 OCR model assignments are available to download from our website: [www.ocr.org.uk](http://www.ocr.org.uk).
- 1.2 This assignment has been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.
- 1.3 No changes can be made to the assessment criteria, but the model assignment can be changed in terms of:
  - the scenario, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a society, health and development context.
  - the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format). If candidates choose to present a verbal account as evidence, a recording of the evidence will have to be available for moderation.
- 1.4 If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria are adequately covered.

## 2 Before carrying out the assignment

- 2.1 Candidates should be provided with a copy of the *Candidate Information* section of this assignment.
- 2.2 Candidates may carry out preparations prior to undertaking the tasks; there is no time limit for this.

## 3 When completing the assignment

- 3.1 Candidates should be allowed sufficient time to complete all of the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual candidates. It is suggested that evidence is produced in several sessions.
- 3.2 Each candidate must produce individual and authentic evidence for each task within the assignment.
- 3.3 Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.
- 3.4 Candidates may use information from any relevant source to help them with producing evidence for the tasks.

#### **4 After completing the assignment**

- 4.1 Candidates' evidence is assessed by the centre's assessor against the unit specification. For further information about assessment please refer to the section on Assessment and Moderation in the Centre Handbook.
- 4.2 Assessors' decisions should be quality assured across the centre through internal standardisation. For further information about internal moderation please refer to the section on Assessment and Moderation in the Centre Handbook.

#### **5 Presentation of work**

- 5.1 Candidates may use the *Candidate Evidence Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate Evidence Checklist* as a contents page inserting references/page numbers in the boxes provided.
- 5.2 Centres may wish to discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

#### **6 Acceptable evidence**

- 6.1 For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Centre Handbook.

#### **7 Reworking the assignment**

- 7.1 If candidates do not meet the requirements for the assessment criteria, further work will be required.
- 7.2 Tutors may give feedback to candidates to support and guide them in producing evidence to the required standard.

#### **8 Submission of work**

- 8.1 Work must only be submitted for moderation when the centre assessor is satisfied that the evidence meets the assessment criteria in full.

# Notes For Tutors

## Introduction to the Tasks

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By completing this unit candidates will be introduced to the concept of duty of care and awareness of dilemmas or complaints that may arise where there is a duty of care in the social care setting.

Candidates should carry out activities and behave in a way that would be acceptable in the workplace.

**These guidance notes should be used in conjunction with the unit specification and Centre Handbook.**

## The Tasks

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### Task 1: Understand the implications of duty of care

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**Assessment Criteria 1.1 and 1.2 are assessed in this task.**

The requirements of this task are to ensure that candidates understand the implications of duty of care.

For AC1.1 the tutor could hold an exercise using statements on cards, ie to keep individuals safe; to keep individuals free from harm; to give choice, to lock them outside; to give individuals baked beans every day etc. The candidates then have to identify from the statements what constitutes a duty of care.

Their findings could be recorded on an interactive board or flip chart so that the main parts of the definition of a duty of care are established.

There could then be a tutor-led discussion that links into AC1.2 and how these statements affect the work role of both a carer and a support worker.

Alternatively, the candidates could be sent to research the definition of a duty of care and could bring their findings back to the group.

For AC1.2 the tutor could have examples of work roles and the candidates could identify, in a tutor-led discussion, how the duty of care could affect the specific aspects of the roles.

## Task 2: Understand support available for addressing dilemmas that may arise about duty of care

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### **Assessment Criteria 2.1 and 2.2 are assessed in this task.**

The requirements of this task are to ensure that candidates understand the dilemmas that may arise between the duty of care and an individual's rights and the support available for addressing dilemmas.

For AC2.1 the tutor could lead a discussion on the different dilemmas that can arise. This information could then be recorded on an interactive board or flip chart.

A DVD or TV documentary could be a useful source of this information.

The tutor could also use resource material, ie case studies of examples of dilemmas similar to the ones in the tasks.

For AC2.2 a guest speaker i.e. a manager or supervisor of a care setting could be invited to give a talk on dilemmas that arise and where to get additional support.

## Task 3: Know how to respond to complaints

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### **Assessment criteria 3.1 and 3.2 are assessed in this task.**

The requirements of this task are to ensure that candidates know how to respond to complaints and can identify the main points of agreed procedures for handling complaints.

For AC3.1 the tutor could have a selection of complaints procedures available for the group. There could then be a tutor-led discussion on the role of the worker in those procedures. This information could then be recorded on an interactive board or flip chart.

Or a role play situation could be set up with the group split into pairs – one the complainer and the other the worker. Pre-set complaints could be used or the complainers could be told to think about something they want to complain about and complain to the worker. A discussion could then follow around the appropriateness of the ways in which the 'carers' responded to the complaints.

For AC3.2 the main points of agreed procedures from the examples for AC3.1 could also be identified and be recorded on an interactive board or flip chart.