

Model Assignment

January 2011

OCR Level 3 Certificate in Preparing to Work in Adult Social Care
Unit SHC 034: Principles for implementing 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 R/601/1436

Qualification accreditation number (QAN) 501/1674/5

This model assignment remains live for the life of this qualification

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Model Assignment: Candidate Information

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Unit SHC 034: Principles for implementing 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.

Principles for implementing duty of care in health, social care or children's and young people's settings

This unit considers the concept of duty of care and how it contributes to safe practice in adult social care settings. Also how to address dilemmas or complaints that may arise where there is a duty of care.

In this assignment you will show that you:

- understand how duty of care contributes to safe practice
- know how to address conflicts or dilemmas that may arise between an individual's rights and the 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 how duty of care contributes to safe practice

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 is put into practice. You also need to know how your duty of care contributes to the safeguarding or protection of individuals.

What do you have to do?

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

- an explanation of what it means to have a duty of care in your own work role
- an explanation of how a duty of care contributes to the safeguarding or protection of individuals

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

Task 2: Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

Assessment Criteria 2.1, 2.2 and 2.3

What is this task about?

You need to know the potential conflicts or dilemmas that may arise between the duty of care and an individual's rights and how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care. You also need to know where to get additional support and advice about conflicts and dilemmas.

John

John lives in supported living, he has learning disabilities and is also diabetic. He can communicate his needs. John wants to go out to the pub for a drink and a meal with Jane, who also lives in the same house.

He has also mentioned that he wants more independence and would like to have his own place.

You are his key-worker and have worked with John for about six months but Jane has only just moved into the house and she has a different key worker.

What do you have to do?

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

- a description of potential conflicts and dilemmas that may arise between the duty of care and an individual's rights.
- a description of how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care.

- an explanation of where to get additional support and advice about how to resolve the dilemmas and potential conflicts you have described

You may refer to the scenario above, but your responses 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

Assessment criteria 3.1 and 3.2

What is this task about?

All adult social care settings should have a complaints procedure to be used when things do not go as they should for individuals. This will allow them to identify their concerns with the management team. As a senior social care worker or key worker, you may be the first point of contact for individuals in these situations or a junior member of staff may bring the complaint to your attention. You therefore need to know how to respond to complaints.

David

David lives in supported housing. You visit him one morning to monitor his care package and he tells you that one of his carers is very rough with him and swears a lot, which he does not like.

Chloe

You are the senior care assistant in a residential home. Chloe, a care assistant, informs you that one of the residents does not like the food and wishes to complain. Chloe adds that the resident has said she wants to look for a new home.

Elizabeth

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 the complaints.
- an explanation of the main points of agreed procedures for handling complaints

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

The evidence for this task will be your information brief.

Candidate Evidence Checklist

OCR Level 3 Certificate in Preparing to Work in Adult Social Care

Unit SHC 034: Principles for implementing 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 (✓)
Explained what it means to have a duty of care in your own work role	
Explained how duty of care contributes to the safeguarding or protection of individuals	
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 potential conflicts and dilemmas that may arise between the duty of care and an individual's rights.	
Described how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care	
Explained where to get additional support and advice about how to resolve the dilemmas and potential conflicts	
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 and 3.2) have you:	Completed (✓)
Described how to respond to complaints	
Explained 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

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Guidance For Centres

1 General

- 1.1 OCR model assignments are available to download from our website: 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

By completing this unit candidates will be considering how duty of care contributes to safe practice, and how to address 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

Task 1: Understand how duty of care contributes to safe practice

Assessment Criteria 1.1 and 1.2 are assessed in this task.

The requirements of this task are to ensure that candidates understand what it means to have a duty of care in own work role and how the duty of care contributes to the safeguarding or protection of individuals

For AC1.1 the tutor could do 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 explain, from the statements, what constitutes a duty of care.

Or the candidates could be sent to research the term 'duty of care' and could bring their findings back to the group.

A tutor-led discussion for AC1.2 could then link these statements into the work role, ie to keep individuals safe the worker will comply with legislation, policies and procedures on health and safety, this should ensure that the environment is safe for the individual, any contraventions of health and safety are reported and recorded; to keep individuals free from harm – the worker will not abuse the individual, they would be observant of any potential harm, they would report any allegations or disclosures of abuse using the correct procedures, they would act appropriately, according to procedures, if another individual was about to harm or was harming the individual.

Task 2: Know how to address conflicts or dilemmas that may arise between an individual's rights and the duty of care

Assessment Criteria 2.1, 2.2 and 2.3 are assessed in this task.

The requirements of this task are to ensure that candidates understand about the potential conflicts or dilemmas that may arise between the duty of care and an individual's rights, how to manage risks associated with conflicts or dilemmas between an individual's rights and the duty of care and where to get additional support and advice about conflicts and dilemmas.

For AC2.1 the tutor could lead a discussion highlighting the differences between potential conflicts and dilemmas. The tutor could use an interactive board or flip chart and have two columns, one being potential conflicts and the other being dilemmas. The group could then try and identify the differences and what each one means.

This discussion could then be extended to include the different potential conflicts or dilemmas that can arise in the workplace. This information could then be recorded on an interactive board or flip chart. The scenario using John in the model assignment, could form the basis of a discussion.

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 potential conflicts and dilemmas similar to the ones in the tasks.

For AC2.2 the tutor could lead a discussion to identify how to manage the risks associated with conflicts or dilemmas between an individual's rights and the duty of care as identified for AC2.1. For instance, what can be put in place, ie care plan reviews, clear procedures, residents groups, a complaints policy.

For AC2.3 a guest speaker, ie 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

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 explain 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.

Alternatively, 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.

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