

Model Assignment

January 2011

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

Unit PWCS 21: Principles of communication in adult social care 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 L/602/2905

Qualification accreditation number (QAN) 501/1673/3

This model assignment remains live for the life of this qualification

ALL THESE MATERIALS MAY BE PHOTOCOPIED. Any photocopying will be done under the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of assessment.

Contents

	Page Number(s)
CANDIDATE INFORMATION (This section must be photocopied for each candidate)	3
General Information for Candidates This section provides candidates with general information on completion of the assignment in a question and answer format.	4
Tasks This section contains all the tasks candidates must complete before submission for assessment.	5-9
RECORDING DOCUMENTATION Candidate Evidence Checklist	10-11
TUTOR INFORMATION Guidance for centres This section provides general guidance to centre staff on the preparation and completion of the assignment.	13-14
Notes for Tutors This section provides additional guidance and support to centre staff for each task. It is not intended for use by candidates.	15-18

Model Assignment: Candidate Information

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

Unit PWCS 21: Principles of communication in adult social care 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 of Communication in Adult Social Care Settings

There are a wide range of different social care settings for adults. Residential and nursing care settings are available for those who no longer live in their own homes independently. There are also rehabilitation services, home care, independent living and community support settings available for those who require practical support to live in their own homes such as older people, people with physical disabilities, learning disabilities or mental health needs. Day care settings provide opportunities for individuals to participate in activities, socialise with others, learn and develop new or existing skills.

This assignment is about the importance of communication in adult social care settings as well as ways to reduce barriers to meet individual needs and preferences in communication. You will also need to show that you understand the importance of confidentiality in communicating information in adult social care settings.

For this assignment you will show that you:

- understand why communication is important in adult social care settings
- understand how to meet the communication and language needs, wishes and preferences of an individual
- understand the barriers to communication and how to reduce them
- understand confidentiality in adult social care settings

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 why communication is important in adult social care settings

Assessment Criteria 1.1, 1.2 and 1.3

What is this task about?

Communication is part of everyday life and an integral part to working in adult social care settings. It is therefore important that you understand the reasons why people communicate and the impact that communicating well can have on all aspects of working in adult social care settings. Being aware of what an individual is expressing through their reactions will enable you to be an effective communicator.

Bryan and John

Bryan is 45 years old and lives in a residential care setting with three other people; he has learning difficulties and a hearing impairment. Bryan uses a series of key words and signs when communicating with others, including when he sees his friends and goes out socialising. Bryan is supported with practical daily living tasks by a team of support workers who communicate with him by using his preferred methods of communication; in doing so Bryan feels listened to and respected.

Next month Bryan is planning to visit one of his friends, John, who now lives independently in his own flat. John has learning disabilities and limited speech. John has a communication book and uses this as a communication aid. John has two personal assistants who support him to live independently. Both personal assistants have been shown by John how and when to use his communication book with him. They also understand that they need to respect times when John may choose not to use his communication book. A new personal assistant will soon be working with John.

What do you have to do?

You should produce **an information brief** for the new personal assistant that includes the following:

- **an identification** of the different reasons why people communicate
- **an explanation** of how effective communication affects all aspects of working in adult social care settings. You should give examples to support your explanation.
- **an explanation** of why it is important to observe an individual's reactions when communicating with them. You should give examples to support your explanation.

Your evidence for this task will be your information brief for the new personal assistant.

Task 2: Understand how to meet the communication and language needs, wishes and preferences of an individual

Assessment Criteria 2.1 and 2.2

What is this task about?

All individuals communicate in different ways and so it is important to find out how an individual wants to communicate and the methods they use. Being aware of the ways different people communicate will enable you to be an effective communicator.

Bryan and John

Bryan has met with one of the support workers to talk about his planned visit to John. As a result both have decided that it would be useful to record how he likes to communicate with others. Bryan's support worker has identified with Bryan that, because of his learning disability, he finds it difficult to say what he wants and to respond quickly to what others are saying. Bryan also has a hearing impairment.

John has also met with one of his personal assistants and together they developed a new section in his communication book that includes the activities that he and Bryan are planning to do at the weekend. This includes some photographs of different places they hope to visit together. John's communication plan also contains some more information about John's communication needs including other ways in which he likes to communicate when he does not wish to use his communication book. John's new personal assistant will need some more information about John's communication needs.

What do you have to do?

You must produce **an information brief** for the new personal assistant that includes the following:

- **an explanation** of why it is important to find out an individual's communication and language needs, wishes and preferences. You should give examples to support your explanation.
- **a description** of the range of different communication methods. You should give examples to support your description.

Your evidence for this task will be your information brief for the new personal assistant.

Task 3: Understand how to reduce barriers to communication

Assessment criteria 3.1, 3.2, 3.3 and 3.4

What is this task about?

When communication with others does not work well it can be very frustrating and confusing for all involved. It is therefore important to ensure that the reasons for this happening are identified and that you know where you can access relevant information and support. Being able to identify barriers to communication and finding ways to reduce these will raise your awareness of how best to support individuals who have differing communication and language needs, wishes and preferences.

What do you have to do?

When working in adult social care settings you will encounter a number of barriers to communication. You have been asked to produce **a leaflet** to:

- **identify** barriers to communication
- **describe** ways to reduce barriers to communication
- **describe** ways to check that communication has been understood
- **identify** sources of information and support or services to enable more effective communication

Your evidence for this task will be your leaflet.

Task 4: Understand confidentiality in adult social care settings

Assessment criteria 4.1, 4.2, 4.3 and 4.4

What is this task about?

Best practice in adult social care settings involves carefully looking after all information that belongs to individuals who use services. This information can be in the form of written records, electronic reports, telephone messages or be passed on in person. It is important to understand what confidentiality means and when information may need to be shared. It's important to know how to and when to seek advice about confidentiality.

What do you have to do?

Maintaining confidentiality in adult social care settings is very important. You have been asked to produce **a guide** to explore issues of confidentiality for John's new personal assistant. Your Guide must include:

- **a definition** of the term confidentiality
- **a description** of ways to maintain confidentiality in day to day communication. You should give examples to support your description.
- **a description** of situations where information normally considered to be confidential might need to be shared with agreed others. You should give examples to support your description.

- **an explanation** of how and when to seek advice about confidentiality.

Your evidence for this task will be your Guide for the new personal assistant.

Candidate Evidence Checklist

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

UNIT PWCS 21 Principles of communication in adult social care settings

CANDIDATE NAME: _____

CENTRE NUMBER: _____

For Task 1 (AC 1.1, 1.2, 1.3) have you:	Completed (✓)
Identified different reasons why people communicate	
Explained how effective communication affects all aspects of working in adult social care settings	
Explained why it is important to observe an individual's reactions when communicating with them	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> information brief	
<input type="checkbox"/> or other (please give details) _____	

For Task 2 (AC2.1. 2.2) have you:	Completed (✓)
Explained why it is important to find out an individual's communication and language needs, wishes and preferences	
Described a range of communication methods	
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 (✓)
Identified barriers to communication	
Described ways to reduce barriers to communication	
Described ways to check that communication has been understood	
Identified sources of information and support or services to enable more effective communication	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Leaflet	
<input type="checkbox"/> or other (please give details) _____	

For Task 4 (AC 4.1, 4.2, 4.3 and 4.4) have you:	Completed (✓)
Defined the term 'confidentiality	
Described ways to maintain confidentiality in day to day communication	
Described situations where information normally considered to be confidential might need to be shared with agreed others	
Explain how and when to seek advice about confidentiality	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> A Guide for the personal assistant	
<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 PWCS 21: Principles of communication in adult social care settings

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 quality assurance please refer to the section on Assessment and Moderation in the Centre Handbook.

5 Presentation of work

- 5.1 Candidates must use the *Candidate Checklist* provided to ensure that they submit evidence for ALL tasks. They can do this by using the *Candidate 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

This unit is aimed at those who are interested in, or new to, working in adult social care settings. By completing this unit learners will develop their knowledge around the importance of communication and maintaining confidentiality in adult social care settings. Learners will also need to understand how to meet the communication and needs and preferences of individuals including how to identify and overcome barriers to effective communication.

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

The Tasks

Task 1: Understand why communication is important in adult social care settings

Assessment Criteria 1.1, 1.2 and 1.3 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to show their understanding of the meaning of the term communication, why communication is important in adult social care settings and why this is central to best practice. To be able to achieve this task, learners will need to have a good understanding of the different reasons why people communicate as well as what is meant by effective communication and how it affects all aspects of working in adult social care settings. Learners should also be aware of the importance of observing an individual's reactions when communicating with them.

Assessment Criterion 1.1 requires learners to **identify** the different reasons why people communicate.

Tutors could begin by guiding learners to explore and understand the meaning of the term 'communication'. Learners could then be divided up into small groups (a maximum of 5 learners so as to ensure all can participate) and asked to word storm why they communicate. Each group could then discuss why it is important for people to communicate in adult social care settings and feed back the main points of their discussion to the whole group; the different responses could then be recorded on a flip chart or smart board.

Assessment Criterion 1.2 requires learners to **explain** how effective communication affects all aspects of working in adult social care settings.

Tutors could begin by guiding learners to explore and understand the different types of adult social care settings that exist. The career pathways page on the Skills for Care website is a useful starting point as this gives information about the different job roles and work settings in adult social care; tutors could devise handouts to give to learners about these or they could ask learners to access this information from the internet.

Tutors could then use Case Study, Bryan and John, to generate a group discussion around how effective communication affects all aspects of working in adult social care settings. Learners could

be divided up into groups to further explore this by considering the impact of effective communication on the service provided, the team and on the individual.

Assessment Criterion 1.3 requires learners to **explain** why it is important to observe an individual's reactions when communicating with them.

Tutors could begin by guiding learners to explore and understand the different reactions individuals may express during communications such as happiness, anger, frustration, sadness.

Tutors could then develop a series of different scenarios representing each of these different reactions that may be expressed during communications and ask the learners to think about what the individual is expressing in this communication and what may happen if they didn't observe their reactions when communicating with them.

Task 2: Understand how to meet the communication and language needs, wishes and preferences of an individual

Assessment Criteria 2.1 and 2.2 are assessed in this task.

What will learners need to do to achieve this task?

Learners will need to show their understanding of how to meet individuals' specific communication and language needs, wishes and preferences. To be able to achieve this task, learners will need to have a good understanding of why it is important to find out an individual's communication and language needs, wishes and preferences as well as the different methods that individuals use to communicate.

Assessment Criterion 2.1 requires learners to **explain** why it is important to find out an individual's communication and language needs, wishes and preferences.

Tutors could begin by guiding learners to explore and understand the different ways individuals' communication needs are assessed such as through an initial assessment or through a review meeting.

Tutors could then use the case study, Bryan and John, or another case study to generate group discussions around why it is important to find out an individual's communication and language needs, wishes and preferences.

Assessment Criterion 2.2 requires learners to **describe** a range of communication methods.

Tutors could begin by guiding learners to explore and understand the different methods of verbal and non-verbal communication. The Oxfordshire Total Communication website is a good source of information for this; Oxfordshire Total Communication is an independent organisation that provides information and resources about communicating with people with a learning disability. Tutors could then devise handouts to give to learners about these or they could ask learners to access this information from the internet.

Tutors could also arrange for learners to visit an adult social care setting as this would enable learners to think about how different individuals communicate. Learners could then write up their observations of the different communication methods used. Tutors would need to seek permission from the chosen adult social care setting for observation sheets to be used.

Task 3: Understand how to reduce barriers to communication

Assessment criteria 3.1, 3.2, 3.3 and 3.4 are assessed in this task.

What will learners need to do to achieve this task?

For this task learners will need to show that they understand how to identify and reduce barriers to communication, including knowing about the ways to check that communication has been understood as well as the services and sources of information and support.

Assessment Criterion 3.1 requires learners to **identify** barriers to communication

Tutors could begin by guiding learners to explore and understand the different barriers to communication, such as environmental and personal factors. Tutors could divide learners into two groups and ask each group to discuss how the environment as well as how personal factors specific to individuals may affect communication. This could be done by giving each group a series of cards with questions for them to consider, such as: the impact on communications if a private room isn't available or if an individual has a visual impairment?

Assessment Criterion 3.2 requires learners to **describe** ways to reduce barriers to communication.

Tutors could then use role play to encourage learners to express how they would reduce the barriers they identified for AC3.1 by, for example, making changes to the environment or by using a communication aid.

Assessment Criterion 3.3 requires learners to **describe** ways to check that communication has been understood.

Tutors will need to begin by guiding learners to explore and understand the importance of checking that communication has been understood. Tutors could ask learners to work in pairs and take it in turns to talk about a chosen topic for 5 minutes and then check with the other person their understanding of what they had just talked to them about, using a variety of different methods. The role plays could be recorded and then watched by the whole group to generate a discussion around the different ways to check that communication has been understood.

Assessment Criterion 3.4 requires learners to **identify** sources of information and support or services to enable more effective communication.

Tutors will need to begin by guiding learners to explore and understand sources of information within work settings (records such as individuals' care plans and communication profiles) as well as sources of support from both work settings and external agencies (workers such as the manager, advocate, interpreter). Learners could be shown a real life example of a care plan or a communication profile and could be asked to reference information leaflets of services available in the local areas such as those for speech and language, translation, interpreting and advocacy.

Task 4: Understand confidentiality in adult social care settings

Assessment Criteria 4.1, 4.2, 4.3 and 4.4 are assessed in this task.

What will learners need to do to achieve this task?

For this task learners will need to show their understanding of confidentiality in adult social care settings. To be able to achieve this task, learners will need to have a good understanding of the meaning of the term 'confidentiality' and how this applies in day to day communications in adult social care settings. Learners will also need to know about how and when to seek advice about confidentiality and be aware of when confidential information may need to be shared with others who have a right and need to know.

Assessment Criterion 4.1 requires learners to **define** the term confidentiality

Tutors could begin by guiding learners to explore and understand the meaning of the term confidentiality. Case studies could be used to generate a group discussion around what the term confidentiality means. Role plays could be used to further explore key points that arise out of discussions; learners could be asked to act out through the use of role play what they think happened next in Case Study, Bryan and John. A word storm could then follow around the definition of confidentiality.

Assessment Criterion 4.2 requires learners to **describe** ways to maintain confidentiality in day to day communication.

Tutors could begin by guiding learners to explore and understand the correct procedures to follow for the security of electronic and written records and the sharing of information with others. The purpose of workplace policies on confidentiality and information on data protection legislation will need to be explained and discussed; learners could be shown a real life example of a workplace confidentiality policy and use this to discuss different ways of maintaining confidentiality in day to day communication.

Assessment Criterion 4.3 requires learners to **describe** situations where information normally considered to be confidential might need to be shared with agreed others.

Assessment Criterion 4.4 requires learners to **explain** how and when to seek advice about confidentiality.

Tutors could begin by guiding learners to explore and understand the different situations when confidential disclosures may have to be made; learners will also need to be aware of the meaning of authorised persons in relation to the sharing of confidential information and the procedures that are followed. Learners could be asked to discuss a range of scenarios of different situations when confidential information might need to be shared with agreed others. The learners could then be given a series of cards for example 'share' and 'not share' and asked to place these next to each scenario. The correct answers could then be shared with the group and a quiz devised to ascertain learners' understanding of when the sharing of confidential information can take place, how and when advice about confidentiality should be sought. This activity could also link back to the group's earlier discussions around workplace policies on confidentiality.