

Model Assignment

January 2011

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

Unit PWCS 28: Understand how to handle information in 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 Y/602/3118

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

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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.

Understand how to handle information in social care settings

This unit introduces the knowledge required for good practice in recording, storing and sharing information in a social care setting.

In this assignment you will show that you:

- understand the need for secure handling of information in social care settings
- know how to access support for handling information in 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.

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Tasks

Task 1: Understand the need for secure handling of information in social care settings

Assessment Criteria 1.1 and 1.2

What is this task about?

In social care settings this information includes individual records, daily reports and policies and procedures. This information is held to help you carry out your role in meeting the needs of individuals in the best ways possible. It is very important that all information is recorded and that it is handled securely.

What do you have to do?

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

- identification of the legislation that relates to the recording, storage and sharing of information in social care
- an explanation of why it is important to have secure systems for recording and storing information in a social care setting

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

Task 2: Know how to access support for handling information in social care settings

Assessment Criteria 2.1 and 2.2

What is this task about?

When using information to do your job you may come across problems such as that the information you require may be missing or inaccurate. In these cases you need to know what to do.

What do you have to do?

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

- a description of how to access guidance, information and advice about handling information
- an outline of what actions to take when there are concerns over the recording, storing or sharing of information

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

Candidate Evidence Checklist

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CANDIDATE NAME: _____

CENTRE NUMBER: _____

For Task 1 (AC 1.1, 1.2) have you:	Completed (✓)
Identified the legislation that relates to the recording, storage and sharing of information in social care	
Explained why it is important to have secure systems for recording and storing information in a social care setting	
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) have you:	Completed (✓)
Described how to access guidance, information and advice about handling information	
Outlined what actions to take when there are concerns over the recording, storing or sharing of information	
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: _____

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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 demonstrate the knowledge required for good practice in recording, storing and sharing information in a 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 the need for secure handling of information in social care settings

Assessment Criteria 1.1 and 1.2 are assessed in this task.

The requirements of this task are to ensure that candidates understand the need for secure handling of information in social care settings and can identify the legislation that relates to this.

For AC1.1 the candidates could be asked to research the legislation that relates to the recording, storage and sharing of information in social care. There is really only one main piece of legislation for this topic – The Data Protection Act, but there is other legislation that does relate to this topic.

When considering AC1.2 guest speakers from social care settings could be invited to give a talk on why it is important to have secure systems for recording and storing information. Guest speakers could be carers, managers, supervisors, community support workers etc.

Alternatively there could be a tutor-led discussion looking at the secure systems and what can go wrong if there are not secure systems.

As a classroom exercise the tutor could ask candidates to identify the eight data protection principles from a selection of cards. The candidates will have to choose the correct ones and think of practical examples of how these can be put into practice.

Task 2: Know how to access support for handling information in social care settings

Assessment Criteria 2.1 and 2.2 are assessed in this task.

The requirements of this task are to ensure that candidates know how to access support for handling information in social care settings.

For AC2.1 there could be a tutor-led discussion on how to access guidance, information and advice about handling information.

The tutor could have resources ie policies and procedures, handbooks etc. to be discussed.

A guest speaker could give a talk on this topic.

For AC2.2 a series of short scenarios, such as the ones below, could be presented to the group and their actions discussed, established and recorded on an interactive board or flip chart.

- The individual's recording sheet is missing from the usual storage place.
- There is no pen
- The telephone is engaged
- The key to the storage cupboard, where notes are kept, is missing.
- A message has not been passed on.
- The previous notes cannot be read as they are illegible.

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