

Live Assessment Material

Set Assignment 1

OCR Level 1/2 Cambridge National Award in Health and Social Care

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R022: Communicating and working with individuals in health, social care and early years settings

Please note:

This OCR set assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- Unit entry code R022
- Certification code Award J801/Certificate J811/Diploma J821

The qualification numbers associated with this unit are:

- Unit reference number D/503/6197
- Qualification numbers J801 - 600/4777/X, J811 - 600/4780/X, J821 - 600/4771/9

Duration: Approximately 10 hours

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Version 2 April 2019 - Change of title to set assignment, no other changes.

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Set Assignment: Information for Learners

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Scenario for the assignment

Setting the scene - producing information to help in the training of new care workers

Your local health authority has asked you to produce information to help in the training of new care workers. They would like you to produce a written 'guide for new care workers' about communication and to take part in two practical demonstrations to show how to communicate effectively with other people in a health, social care and early years setting.

Your materials will include written information and practical demonstrations.

Your written guide must cover the topics below:

- different types of communication
- factors that positively influence communication
- barriers to communication and ways of overcoming these
- the qualities that contribute to effective care

Your practical demonstration must show how to communicate effectively in a health, social care and early years setting with:

- one person
- and
- a group of people.
-
- individual plans must be produced for each interaction

Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.

Your tasks

Task 1: Communication methods used in health, social care and early years settings and making communication a positive experience

This task covers part of Learning Outcome 1: Understand how to communicate effectively

The first section of your guide must start with information on communication methods.

You must:

- explain the types of communication methods that care workers can use
- describe the factors that positively influence communication.

Your guide will be better if you give examples of the communication methods that are relevant for care workers to use.

Task 2: Barriers to communication and how to overcome them

This task covers part of Learning Outcome 1: Understand how to communicate effectively

The second section of your guide needs to be about what can make communicating with people difficult in a health, social care and early years setting and what can be done about these difficulties.

You must:

- describe the barriers to communication that care workers can come across **and** how to overcome them.

Make sure your examples of barriers to communication are the things that care workers come across.

Task 3: What personal qualities and behaviours contribute to effective care in health, social care and early years settings?

This task covers all of Learning Outcome 2: Understand the personal qualities that contribute to effective care and part of Learning Outcome 3: Be able to communicate effectively within a health, social care and early years setting

Your guide needs to include information about the personal qualities that will help a care worker to talk to and to get along with the people who use services and to act in a way that means the person using the service feels valued.

In this section of your guide you must:

- describe the personal qualities that will contribute to effective care
- a plan for an interaction in a health, social care or early years setting.
describe how personal qualities contribute to effective care
- give examples of types of behavior that fail to value service users.

Task 4: Communicating in one-to-one and group settings

This task covers Learning Outcome 3: Be able to communicate effectively within a health, social care and early years setting

You have been asked to give a practical demonstration which will be used as part of the training of new care workers to show how to interact effectively.

Select **one** one-to-one interaction and **one** group interaction from the case studies provided.

First you need to complete your guide with a section on planning for both interactions. In this section of your guide you must:

- provide a plan for a group (3 or more) interaction with people who uses the service
and
- provide a plan for a one-to-one interaction with a person who uses the service

Once you have completed your plan you will need to carry out both interactions. Your teachers will be able to assist you with your arrangements for the interactions.

A witness statement will need to be provided commenting on how you took part in your interactions.

Case Study 1:

Trevor

Trevor is 55 years of age. He has very high blood pressure and has to visit the GP each month to have this checked. He also visits the local hospital once each month for physiotherapy, as he had a lymph gland removed from his leg and this has caused his leg to swell.

Trevor will need to give and obtain information about himself and his conditions with the care professionals. There will also be occasions when he will need to exchange ideas and opinions.

You have been asked to talk with Trevor about the amount of exercise he is doing and to suggest how he could do more to help himself to become more mobile.

- Have a one-to-one interaction with Trevor to discuss what exercises he could do and how he could become more mobile.
- Have a discussion with a small group of individuals who attend physiotherapy for a variety of injuries to their limbs to discuss what they could do and how exercise would help them.

Case Study 2:

Surinder

Surinder is 70 years of age. He still lives in his own home but he has severe mobility problems and is very overweight. He attends the local day care centre three times each week.

When he first visits the day care centre a key worker will want to obtain information from Surinder about his personal and medical conditions. Surinder will also want to find out what happens at the day care centre so that he can decide which activities he would like to take part in.

The day care centre will provide Surinder with the opportunity to exchange views and opinions with others of the same age as himself, there is always time for getting to know other people.

You are working at the local day care centre with Surinder.

- Have a one-to-one interaction with Surinder to find out about his eating habits when he is at home, or about ways in which improvements could be made to this area of his care plan.
- Have a conversation with a small group of individuals about eating healthily, or about the activities they would like to do while at the day care centre.

Case Study 3:

Skye

Skye is four years of age. She attends 'Parrots Playgroup' for three mornings each week. While at the playgroup Skye likes to join in some of the creative activities that are taking place. She enjoys making things.

While she is at the playgroup she will talk to the nursery nurse about the activities she is doing and ask questions. Children always want to know 'why' when they are asked to do things.

The nursery nurse may on some occasions ask Skye some questions when she needs some information, for example, if she is upset or pleased about something or when she finds an activity that interests her.

Skye has arrived at the playgroup and has decided to join in the creative activities session using card, materials and paints.

- Have a one-to-one interaction with Skye while she is involved in the activity.
- Have a group conversation with a small group of children about what they would like to make for a special event that the nursery is holding.

Information for Teachers

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Unit R022: Communicating and working with individuals in health, social care and early years settings

General guidance on using this assignment

1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website: www.ocr.org.uk
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification for this qualification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

2 Before carrying out this assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately ten hours to complete all tasks. Learners would need approximately 3 hours to complete task 1, 1.5 hours to complete task 2, 2 hours to complete task 3 and 3.5 hours to complete task 4. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part or individual task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing what amendments should be made. It is not acceptable for teachers/deliverers to provide answers or to work through answers in detail.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.

- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times. It is acknowledged that learners in their responses may refer to situations in the scenario we have provided but as the scenario is fictitious this does not break any rules of confidentiality.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. Format must not be confused with the content or the type of evidence to be produced and it is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The assessment is structured so that learners are required to provide evidence of using appropriate Health and Social Care techniques to meet specified purposes. It is unlikely that evidence of the techniques used will, on their own, provide sufficient evidence to judge the extent to which they have been used appropriately. Annotations may help to provide this additional context. The section *Evidence Summary* at the back of this document will guide you on the type of evidence and formats for evidence.

4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

5 Scope of permitted set assignment modification

The set assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the learning outcomes and allowing access to the full range of marks.

You **must not** change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (section *The internally assessed units*)
- the requirement to produce a plan for the one-to-one and group interaction (centres to advise learners as to the most appropriate format to be used).

Permitted changes:

The set assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- The learner's assignment may be contextualised or amended to suit local needs. For example, instead of learners creating a guide or promotional material, they could provide a report to recommend improvements around communication in the care of service users to the new owner of a care home.
- Who the end user/client is and what their requirements are.
- Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.
- The type of evidence required and the format it takes.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to adapt the set assignment we strongly advise that staff responsible for modifying the set assignment and quality assuring it refer to the publication *Fair access by design*.

If modifications are made to the set assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.

Specific guidance on the tasks

Introduction to the tasks

These guidance notes should be used in conjunction with the specification.

The tasks have been designed to enable learners to demonstrate their knowledge and understanding of how to form good relationships with individuals who use services and how to value people as individuals. Learners will consider the different ways of communicating with individuals in care settings and will carry out an interaction in a one-to-one and group situation.

If learners produce evidence in the context of children, the children must be between 4-10 years.

Specific guidance on Task 4: Communicating in one-to-one and group settings

This task covers part of Learning Outcome 3: Be able to communicate effectively within a health, social care and early years setting.

Learners need to select from the case studies provided. They can either choose one case study for both interactions or chose a different one for each interaction.

When preparing for the interactions, the learner must produce a plan, taking into consideration the criteria for LO3. Learners should also consider factors that can influence communication and how barriers could be minimised, for example, seating arrangements, lighting, ventilation, to include a plan showing the seating arrangements and explaining these.

It could help the learner to include a small part of the transcript for their intended conversation, for example, what they are likely to include in the introduction, the main content and how they will wind down the communication. This is not compulsory, but would help the learner to think about what they might say during the conversation.

When communicating on a one-to-one basis and with a group of individuals, learners could carry out each task as a role-play in a simulated environment. Learners must adopt the role of the care worker who is working with a service user. The role of the service user must be carried out by someone who will allow learners to access the full mark band. The assessor/tutor should sit in an unobtrusive position but should be able to observe and hear both of the interactions.

The one-to-one and the group interaction should last for a minimum of 5 minutes and should take no more than 45 minutes.

Guidance on witness statements is provided in Appendix A of the specification and a template witness statement is provided on the OCR website.

It is recommended the witness statement provided at the end of this assessment material is used to record both the witness observations and the marking decisions made by the assessor (the witness and the assessor may be different people).

Evidence summary

When completing this assignment it may be possible to generate evidence for completing a task in a variety of formats. This list provides examples of the format that can be used, it is not exhaustive. In some cases the task or assignment will require a specific format for the outcome and this will be clearly marked with an asterisk in the table.

Task number	What learners need to produce (evidence)	Format of evidence (this list is not exhaustive)
Task 1	<ul style="list-style-type: none"> • Different types of communication • Factors that positively influence communication 	<ul style="list-style-type: none"> • Guide documents • Leaflet • Presentation
Task 2	<ul style="list-style-type: none"> • Barriers to communication • Ways to overcome communication 	<ul style="list-style-type: none"> • Guide documents • Leaflet • Presentation
Task 3	<ul style="list-style-type: none"> • Qualities that contribute to effective care • How they are used/help to ensure people who use services feel valued 	<ul style="list-style-type: none"> • Guide documents • Leaflet • Presentation • Poster
Task 4	<ul style="list-style-type: none"> • Plan for a one-to-one and group interaction • Carry out a one-to-one and group interaction • Used appropriate methods of communication/body language • Adapted language to meet the needs of people who use services 	<p>Plan:</p> <ul style="list-style-type: none"> • Hand written notes or Word document • Checklist of skills • Transcript for the communication <p>Practical/demonstration activity:</p> <ul style="list-style-type: none"> • Video evidence/transcript? • Witness/observation statement

Witness Statement – Task 4

LO3 Be able to communicate effectively within a health, social care and early years setting

LEARNER NAME				
WITNESS NAME		WITNESS ROLE/POSITION:		Date:
ASSESSOR NAME		ASSESSOR SIGNATURE		Date:

One-to-one interaction				
	WITNESS observations on candidate interaction	ASSESSOR decisions based on witness observations (circle decision)		
Skills to be demonstrated		MB1	MB2	MB3
Demonstrating communication skills		Guidance and support needed Basic	Little support needed Confident and competent	Independent Confident, clear, coherent
Maintaining a conversation		Basic level	Effectively	Consistently
Application of theory into practice		Some	Shows ability	Clearly applies

Methods of communication are appropriate to the individual's circumstances and people who use the service feel comfortable		Sometimes appropriate Not always feel comfortable	Mostly appropriate Mainly feel comfortable	Wholly appropriate Always feel comfortable
Consideration shown of the use of body language and how it can contribute to effective communication		Basic	Clear	Thorough
Consideration shown of the importance of adapting language in order to meet the needs of the people who use the service		Basic	Clear	Clear and comprehensive
Draws upon skills/knowledge/ understanding from other units in the specification		Limited	Some relevant	Clearly draws upon and relevant

GENERAL COMMENTS/STRENGTHS/WEAKNESSES**You must only comment on strengths and weaknesses and not suggest areas for improvement**

Witness Statement – Task 4

LO3	Be able to communicate effectively within a health, social care and early years setting
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LEARNER NAME				
WITNESS NAME		WITNESS ROLE/POSITION:		Date:
ASSESSOR NAME		ASSESSOR SIGNATURE		Date:

Group interaction				
	WITNESS observations on candidate interaction	ASSESSOR decisions based on witness observations (circle decision)		
Skills to be demonstrated		MB1	MB2	MB3
Demonstrating communication skills		Guidance and support needed Basic	Little support needed Confident and competent	Independent Confident, clear, coherent
Maintaining a conversation		Basic level	Effectively	Consistently
Application of theory into practice		Some	Shows ability	Clearly applies

Methods of communication are appropriate to the individual's circumstances and people who use the service feel comfortable		Sometimes appropriate Not always feel comfortable	Mostly appropriate Mainly feel comfortable	Wholly appropriate Always feel comfortable
Consideration shown of the use of body language and how it can contribute to effective communication		Basic	Clear	Thorough
Consideration shown of the importance of adapting language in order to meet the needs of the people who use the service		Basic	Clear	Clear and comprehensive
Draws upon skills/knowledge/ understanding from other units in the specification		Limited	Some relevant	Clearly draws upon and relevant

GENERAL COMMENTS/STRENGTHS/WEAKNESSES**You must only comment on strengths and weaknesses and not suggest areas for improvement**