

Model Assignment

January 2011

OCR Level 2 Certificate in Preparing to Work in Adult Social Care
Unit PWCS 25: Understand the role of the social care worker

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 A/602/3113

Qualification accreditation number (QAN) 501/1673/3

This model assignment remains live for the life of this qualification

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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.	6 – 7
RECORDING DOCUMENTATION Candidate Evidence Checklist	8 – 9
TUTOR INFORMATION Guidance for centres This section provides general guidance to centre staff on the preparation and completion of the assignment.	11 – 12
Notes for Tutors This section provides additional guidance and support to centre staff for each task. It is not intended for use by candidates.	13 – 15

Model Assignment: Candidate Information

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

Unit PWCS 25: Understand the role of the social care worker

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 the role of the social care worker

This unit provides the knowledge required to understand the nature of working relationships, working in ways that are agreed with the employer, and working in partnership with others.

In this assignment you will show that you:

- understand working relationships in social care settings
- understand the importance of working in ways that are agreed with the employer
- understand the importance of working in partnership with others

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 working relationships in social care settings

Assessment Criteria 1.1 and 1.2

What is this task about?

In adult social care settings there are a variety of working relationships and it is important to know the difference between these and a personal relationship. Everyone has personal relationships and you will know what these are and how they operate, however you may not have been previously employed and therefore may not know what is involved in a working relationship.

What do you have to do?

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

- an explanation of how a working relationship is different from a personal relationship
- a description of different working relationships in social care settings

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

Task 2: Understand the importance of working in ways that are agreed with the employer

Assessment Criteria 2.1, 2.2 and 2.3

What is this task about?

All working relationships should have defined ways of working and it is vital that you understand the importance of working in ways that are agreed with your employer.

What do you have to do?

You have been asked to produce some content for the staff handbook on the importance of working in ways that are agreed with your employer.

Produce content for the staff handbook that includes the following:

- a description of why it is important to adhere to the agreed scope of the job role
- an outline of what is meant by agreed ways of working
- an explanation of the importance of full and up-to-date details of agreed ways of working

The evidence for this task will be your content for the staff handbook.

Task 3: Understand the importance of working in partnership with others

Assessment criteria 3.1, 3.2, 3.3 and 3.4

What is this task about?

In adult social care there are many organisations or people that can be involved to assist individuals in living their lives. These range from the social worker who assesses the individual for their care needs, to the care providers including chiropodists, care assistants, and 'meals on wheels', to family members and others. This is called working in partnership with others.

You will be more familiar with your colleagues that you directly work with, and your supervisor or manager. When working with others you may not always agree with what they are doing or saying. It is important that these conflicts are resolved because if they are not, then it can lead to bigger problems. Your service users may suffer as a result.

What do you have to do?

You have been asked to produce some materials on the importance of working in partnership with others.

Produce an **information brief** for other members of staff that includes the following:

- an explanation of why it is important to work in partnership with others
- identification of ways of working that can help improve partnership working
- identification of skills and approaches needed for resolving conflicts
- an explanation of **how** and **when** to access support and advice about:
 - partnership working
 - resolving conflicts

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 PWCS 25: Understand the role of the social care worker

CANDIDATE NAME: _____

CENTRE NUMBER: _____

For Task 1 (AC 1.1, 1.2) have you:	Completed (✓)
Explained how a working relationship is different from a personal relationship	
Described different working relationships in social care settings	
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 why it is important to adhere to the agreed scope of the job role	
Outlined what is meant by agreed ways of working	
Explained the importance of full and up-to-date details of agreed ways of working	
Evidence provided (please ✓):	Ref/Page no(s)
<input type="checkbox"/> Content for the staff handbook	
<input type="checkbox"/> or other (please give details) _____	

For Task 3 (AC 3.1, 3.2, 3.3 and 3.4) have you:	Completed (✓)
Explained why it is important to work in partnership with others	
Identified ways of working that can help improve partnership working	
Identified skills and approaches needed for resolving conflicts	
Explained how and when to access support and advice about partnership working and resolving conflicts	
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 PWCS 25: Understand the role of the social care worker

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 knowledge and skills to help them to understand the nature of working relationships, of working in ways that are agreed with the employer, and of working in partnership with others in the health and 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 working relationships 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 working relationships in social care settings, how a working relationship is different from a personal relationship and the different working relationships that exist in social care settings.

For AC1.1 the tutor could lead a discussion on the differences between a working relationship and a personal relationship. The discussion could also cover the different working relationships in social care settings, eg manager/colleagues/individuals/representatives. The information from the discussion could then be recorded on an interactive board or flip chart.

The candidates could work in pairs and be asked to think about their own personal relationships, and then provide feedback to the rest of the group.

When considering AC1.2 guest speakers from social care settings could be invited to give a talk on the different working relationships that they have. Guest speakers could be carers, managers, supervisors, community support workers etc.

The candidates could interview identified people from these agencies about their working relationships, but this would need to be formally arranged by the tutor, in advance of this being carried out.

The candidates could visit the workplace to observe the different working relationships in practice and provide feedback to the rest of the group of their observations.

Task 2: Understand the importance of working in ways that are agreed with the employer

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 the importance of working in ways that are agreed with the employer.

For AC2.1 the tutor could have resources ie, policies and procedures, job descriptions/roles, risk assessments, care plans available to the group to demonstrate agreed ways of working.

Candidates could be supported to write their own job descriptions either as a group or individually.

For AC2.2 and AC2.3 scenarios could be devised and acted out that show where workers do not work to agreed ways of working or go beyond the scope of their job role ie

- Moving and handling an individual – the risk assessment states two people to assist with a transfer. One person carries out the transfer and injures the individual and themselves.
- Handing out medication when the person is not trained and it is not part of their job role. They could injure or kill an individual.
- Telephoning a relative to pass on information that is not in their role. It results in confusion and distress.
- An individual is diabetic – the carer puts sugar in their tea. The individual could go into a diabetic coma and could die.

Task 3: Understand the importance of working in partnership with others

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

The requirements of this task are to ensure that candidates understand the importance of working in partnership with others.

The tutor needs to demonstrate the importance of partnership working. An exercise with the group could be used to demonstrate this for AC3.1.

An example of an exercise is as follows: The tutor will need a bucket, six soft balls and a blindfold. The aim of the exercise is for the blindfolded candidate to throw the balls into the bucket initially by themselves, then with verbal directions from their partner.

The group need to be split into pairs, one of the pair is blindfolded. Then, from a marked line, they need to throw one ball at a time and aim to get it into the bucket. They can discuss with the group how this felt and whether they succeeded in getting any of the balls in the bucket.

The next stage is for the blindfolded candidate to work with their partner. Their partner can give them advice as to how successful they are in achieving their aim and guidance as to what they need to do to succeed. Feedback can be given to the rest of the group.

The effectiveness of the partnership can be discussed, the individual roles and how each stage felt and how effective it was.

This exercise should demonstrate the importance of good communication, partnership-working, information sharing and putting instructions into practice. The tutor can discuss these points with the class after the exercise and link them into working in partnership with different categories of people that are important to the individual eg carers, family members, friends, advocates.

For AC3.2 the tutor can lead a discussion around effective partnerships and what can be achieved – 1966 England football team who won the World Cup; Morecambe and Wise – comedy duo; The Beatles – successful pop group; Take That – successful pop group, Dolce and Gabbana – fashion designers.

For AC3.3 the tutor can arrange a conflict to be acted out or give examples of conflicts and then ask the group to identify the skills and approaches that are needed to resolve the conflict(s).

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

For AC3.4 the candidates could work in pairs and be asked to research this topic and bring the evidence back for discussion with the rest of the group. Or it could be a tutor-led discussion.