OCR
Oxford Cambridge and RSA

Model Assignment

January 2011

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

Unit PWCS 32: Principles of personal development 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 R/602/3036

Qualification accreditation number (QAN) 501/1674/5

This model assignment remains live for the life of this qualification.

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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.

Principles of Personal Development 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 no longer able to 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 unit is about the concepts of personal development and reflective practice which are fundamental to adult social care roles. For this assignment you will show that you:

- understand how to reflect on practice in adult social care

- understand the importance of feedback in improving own practice

- understand how a personal development plan can contribute to own learning and development

> **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 to reflect on practice in adult social care

Assessment Criteria 1.1, 1.2, 1.3 and 1.4

What is this task about?

Exploring why and how you practice is essential to continuously improving the quality of service you provide to individuals in adult social care settings. You need to understand the meaning and importance of reflective practice and how standards inform reflective practice. You need to understand the effect of your own values, belief systems and experiences on your work practice.

Case Study

Stephen is the manager of a domiciliary care service and is responsible for managing and supporting a team of ten home support workers who support and enable people with disabilities to live independently in their own homes. The team of home support workers visit individuals in their own homes regularly, provide practical support with daily living activities and observe and monitor their health and well-being.

Stephen has planned a staff development day for three weekend staff. Charlotte has worked for the company for eight years, John used to receive support from a home support worker and now works for the company and Louise, who has recently been recruited.

What do you have to do?

Stephen has asked you to prepare **a verbal briefing** for the staff development day. Your briefing must include:

- **an explanation** of what reflective practice is

- **an explanation** of the importance of reflective practice in continuously improving the quality of service provided

- **an explanation** of how standards inform reflective practice in adult social care

- **a description** of how own values, belief systems and experiences may affect working practice

Your evidence for this task will be your verbal briefing and your witness statement.

Task 2:   Understand the importance of feedback in improving own practice

Assessment Criteria 2.1, 2.2 and 2.3

What is this task about?

Feedback from others is fundamental in improving your practice and informing your learning and development. You need to understand the importance of seeking and using feedback to improve your own practice and inform your personal and professional development. You also need to understand the different ways people may react and respond when receiving constructive feedback.

Case Study

Stephen welcomes all participants to the staff development day and begins by asking each participant to think about those from whom they receive feedback.

Charlotte, who has worked for the company for eight years, explains how she receives and invites feedback from the individuals she works with including from their family and friends.

John, who used to receive support from a home support worker and now works for the company, explains how he invites feedback from the individuals he works with, including their advocates, as from his own experience he knows how important this is.

Louise, who has recently been recruited to the company, explains how she is not used to receiving feedback from others.

What do you have to do?

You have been asked to produce **an information brief** summarising the key points from the staff development day. Your information brief must include:

- **an explanation** of how people may react and respond to receiving constructive feedback

- **an explanation** of the importance of seeking feedback to improve practice and inform development

- **an explanation** of the importance of using feedback in improving own practice

Your evidence for this task will be your information brief.

Task 3: Understand how a personal development plan can contribute to own learning and development

Assessment criteria 3.1, 3.2, 3.3 and 3.4

What is this task about?

Identifying own learning and development is fundamental to improving knowledge, skills and understanding in adult social care roles. Personal development plans are used to contribute to this process and you will need to understand the components of these as well as the role of others in identifying strengths and areas for development. You will also need to understand the benefits of using a personal development plan as well as the different sources of support for planning and reviewing you own learning and development.

Case Study

Stephen has now met with all three staff members to draw up individual personal development plans. Overall, this has worked well; with all three staff members expressing how they enjoyed the process and found it a valuable insight in to how they work and in what areas they need to improve.

What do you have to do?

You have been asked to produce a reference handout for staff. Your reference hand out must include:

- **a description** of the components of a 'personal development plan'

- **an identification** of sources of support for planning and reviewing own development

- **an explanation** of the role of others in developing a personal development plan in identifying strengths and areas for development

- **an explanation** of the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding

Your evidence for this task will be your reference handout.

Candidate Evidence Checklist

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

UNIT PWCS 32: Principles of personal development in adult social care settings

CANDIDATE NAME: _____

CENTRE NUMBER: _____

For Task 1 (AC 1.1, 1.2, 1.3 and 1.4) have you:	Completed (✓)
Explained what reflective practice is	
Explained the importance of reflective practice in continuously improving the quality of service provided	
Explained how standards inform reflective practice in adult social care	
Described how own values, belief systems and experiences may affect working practice	
Evidence provided (please ✓):	Ref/Page no(s)
❏ Witness statement	
❏ or other (please give details) _____	

For Task 2 (AC2.1. 2.2 and 2.3) have you:	Completed (✓)
Explained how people may react and respond to receiving constructive feedback	
Explained the importance of seeking feedback to improve practice and inform development	
Explained the importance of using feedback in improving own practice	
Evidence provided (please ✓):	Ref/Page no(s)
❏ Information brief	
❏ or other (please give details) _____	

For Task 3 (AC 3.1, 3.2, 3.3 and 3.4) have you:	Completed (✓)
Described the components of a 'personal development plan'	
Identified sources of support for planning and reviewing own development	
Explained the role of others in the development of a personal development plan in identifying strengths and areas for development	
Explained the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding	
Evidence provided (please ✓):	Ref/Page no(s)
❏ Reference handout	
❏ 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:** _____

Observation/Witness Statement – Unit PWCS 32 – Task 1

This form is to be used to testify or corroborate what has actually been observed.

Witnesses are people who can comment on work/performance/activities and can be:

- **A qualified tutor/assessor**

- **Someone who is occupationally knowledgeable and who has a knowledge of the evidence requirements of the unit.**

CANDIDATE NAME	
CENTRE NUMBER	
Date/s of activity	
Type of activity	

Did the candidate:	Explain how the assessment criteria were met
Explain what reflective practice is	
Explain the importance of reflective practice in continuously improving the quality of service provided	
Explain how standards inform reflective practice in adult social care	
Describe how own values, belief systems and experiences may affect working practice	

Supplementary Questions

Assessor Question 1
Candidate Answer
Assessor Question 2
Candidate Answer
Assessor Question 3
Candidate Answer

I confirm that the candidate above has achieved each of the Assessment Criteria listed above.

Signed (Witness): _____

Name and position _____

Date:_____

Signed (Candidate):_____

Date: _____

Model Assignment: Tutor Information

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

Unit PWCS 32: Principles of personal development 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 made 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

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 concepts of personal development and reflective practice which are fundamental to adult social care roles.

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

The Tasks

Task 1:   Understand how to reflect on practice in adult social care

Assessment Criteria 1.1, 1.2, 1.3 and 1.4 are assessed in this task.

What will learners need to do to achieve this task?

For this task learners will need to demonstrate their understanding of how to reflect on their practice. Learners will need to understand the concept of reflective practice and be aware of the importance of reflective practice in continuously improving the quality of service provided. Learners will also need to understand how standards inform reflective practice and how own values, belief systems and experiences may affect working practice.

Assessment Criterion 1.1 requires learners to **explain** what reflective practice is.

Assessment Criterion 1.2 requires learners to **explain** the importance of reflective practice in continuously improving the quality of service provided.

In exploring the meaning of reflective practice the tutor could begin by introducing learners to the key concepts of reflective practice by referring to the work undertaken by theorists such as Piaget (1932), Dewey (1933), Lewin (1951), Schon (1983) and Kolb (1984). Learners could then be asked to use this learning to think about what reflective practice is and why it is important in continuously improving the quality of service provided

Assessment Criterion 1.3 requires learners to **explain** how standards inform reflective practice in adult social care.

Tutors could have available The Essential Standards of Quality and Safety in Health & Social Care, Care Standards Act, the GCSC Code of Conduct.

Learners could be divided up into small groups and asked to word storm how standards inform reflective practice in adult social care; tutors would have guided the group with identifying what these standards are. Each group could focus on one standard and then feed back to the whole group, the different responses could then be recorded on a flip chart or smart board. A group discussion could then follow or each learner could be asked to detail how and why standards inform reflective practice.

Assessment Criterion 1.4 requires learners to **describe** how own values, belief systems and experiences may affect working practice.

Tutors could use the case study in the task to generate a group discussion around the different ways personal attitudes or beliefs may affect working practice. Learners could begin by identifying three values, beliefs or experiences they have and then writing these down on a card. Learners could then swap cards and consider the different ways that these may affect working practices. Learners could then be asked to write a description or present to the group how own values, belief systems and experiences may affect working practices.

Tutors could arrange for learners to interview three different practitioners or, through the use of role play, interview the three individuals described in the case study to generate information about how own values, belief systems and experiences may affect working practice. Learners could prepare questionnaires to use in the interview and afterwards share or present their findings to the group.

Task 2: Understand the importance of feedback in improving own practice

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

What will learners need to do to achieve this task?

For this task learners will need to demonstrate their understanding of the importance of feedback from others in improving own practice. Learners will need to have an awareness of the different ways people may react and respond to receiving constructive feedback. Being aware of the importance of seeking and using feedback will enable learners to further develop their understanding of the important role feedback plays in improving practice and informing development.

Assessment Criterion 2.1 requires learners to **explain** how people may react and respond to receiving constructive feedback.

Tutors could use the case study in the task to generate a group discussion around what constructive feedback is and the reasons why people may react and respond differently to receiving constructive feedback. Role play interviews of the three individuals described in the case study could be used to show how and why different individuals may react and respond differently to receiving constructive feedback. Learners could prepare questionnaires to use in the interviews and afterwards share or present their findings to the group or give a written or verbal explanation of how people may react and respond to receiving constructive feedback.

Assessment Criterion 2.2 requires learners to **explain** the importance of seeking feedback to improve practice and inform development.

Assessment Criterion 2.3 requires learners to **explain** the importance of using feedback in improving own practice.

Tutors could arrange for learners to interview three different practitioners to generate information about the importance of seeking and using feedback to improve practice and inform development. Learners could prepare questionnaires to use in the interview and afterwards share or present their findings to the group or give a written or verbal explanation of the importance of seeking and using feedback from others.

Alternatively learners could be asked to work in pairs and interview each other at the end of the session and ask each other for one piece of constructive feedback around their participation in today's session. Learners could then write down their immediate reaction to receiving feedback; why it is important and how they might use it.

Task 3: Understand how a personal development plan can contribute to own learning and development

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 demonstrate their understanding of how a personal development plan can contribute to their own learning and development. Learners will need to describe the different components of a 'personal development plan' as well as explain the benefits of using a personal development plan to identify ongoing improvements in their own knowledge and understanding. Learners will also need to be able to explain the role of others involved in this process and identify further sources of support for their own learning and development.

Assessment Criterion 3.1 requires learners to **describe** the components of a 'personal development plan'.

Tutors could arrange for learners to look at real examples of personal development plans obtained from different work settings and then consider the similarities and differences between these. Learners could then be asked to describe the key components of a personal development plan.

The case study in the task could be used to ask the group to complete an activity around the personal development planning process. Learners could be divided up into three groups and each group could draw up a personal development plan for each individual described.

 A word storm could then follow to identify the different components of a personal development plan by looking at a real example of what one may look like. Learners could then be asked to give a verbal or written description of the components of a personal development plan.

Assessment Criterion 3.2 requires learners to **identify** sources of support for planning and reviewing own development.

Tutors could arrange for interviews with three practitioners to generate information around the different formal and informal sources of support that exist both within and outside their respective workplaces. Learners could then prepare a poster or information handout to identify sources of support for planning and reviewing their own development.

Assessment Criterion 3.3 requires learners to **explain** the role of others in the development of a personal development plan in identifying strengths and areas for development.

Assessment Criterion 3.4 requires learners to **explain** the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding.

Tutors could arrange for role play interviews of all four individuals described in the case study to explore how others can contribute to the personal development process and the benefits of using personal development plans. Learners could prepare questionnaires to use in the interviews and afterwards share or present their findings to the group.