

Live Assessment Material

Model Assignment 2

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 model 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

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

The accreditation numbers associated with this unit are:

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

Duration: Approximately 10 hours

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Model Assignment: Information for Learners

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

Scenario for the Assignment

Setting the scene – good communication is everything

In your local area there has been a recent review of the care given in health, social care and early years settings. One recommendation of the review is that communication needs to be improved when working in these settings.

Care workers will attend three workshops where they will learn about best practice in effective communication. You must produce a slide presentation and fact sheets which will give clear guidance on how a care worker should communicate in health, social care and early years settings.

Workshop 1 - the focus is on the different types of communication care workers should use and the factors that positively influence communication.

Workshop 2 - the focus is on what can make communication difficult between care workers and service users and how the difficulties could be overcome.

Workshop 3 - the focus is on the personal qualities that help care workers to provide effective care.

Therefore your slide presentation and fact sheets must cover the topics below:

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

After the workshops you will demonstrate how to communicate effectively in a health, social care or early years setting with:

- one person
and
- a group of people.

You will need to produce a plan for both interactions.

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 slide presentation must give information on different types of communication.

You must:

- explain the different types of communication that care workers should use
- describe the factors that positively influence communication.

Task 2: Barriers to communication and how to overcome them

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

Part of the review identified that care workers have not been communicating effectively with service users. You have been asked to produce a set of fact sheets for care workers.

Your fact sheets must:

- describe the barriers to communication in care settings
- describe ways to overcome these barriers.

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 slide presentation must include information on the personal qualities that help a care worker to communicate with service users so that the service users feel valued.

In your slide presentation you must:

- describe the personal qualities that contribute to effective care
- describe how personal qualities contribute to effective care
- give examples of types of behaviour that fail to value service users.

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

You have been asked to give a practical demonstration which will be used as part of the training of care workers to show how to interact effectively in a one-to-one and a group setting.

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

You must provide:

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

When you have completed your plan you will need to take part in both interactions. Your teacher will help you with arrangements for the interactions.

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

Case Study 1

Members of a youth club recently discussed the media focus on body image. A number of the 13 year olds have expressed concerns about their body image. As a peer counsellor you have been asked to meet with individuals and groups to discuss these concerns.

- You will have a one-to-one interaction with one of the youth club members to discuss their concerns.
- Discuss with a group of youth club members how body image is presented in the media.

Case Study 2: Peter

Peter is 85 years of age. He still lives in his own home but his mobility is getting worse and he is finding it more difficult to look after himself.

Social services have become involved and are trying to work with Peter to help him keep his independence and continue to live at home. They have arranged for a home help to visit daily. They have also suggested that Peter spends one day a week at a local care home. You have been asked to meet with Peter so he can discuss his needs.

- Have a one-to-one conversation with Peter to find out how best the home help can meet Peter's domestic needs in his home.
- Take part in a group interaction with people who use the local care home to discuss what the care home provides.

Case Study 3: Peska

Peska is 4 years of age and has just moved into the area with her mother. She attends the local Rainbow Nursery School but is always distressed when her mother tries to leave.

You are Peska's key worker at the nursery and have noticed that Peska is unhappy and will not interact with other children.

- Have a one-to-one meeting with Peska's mother to discuss how best to support Peska to interact with other children.
- Take part in a group interaction with a small group of children to talk about what they like about the nursery.

Information for Teachers

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

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 model assignment modification

The model 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 two plans, one for a one-to-one interaction and one for a group interaction (centres to advise learners as to the most appropriate format to be used).

Permitted changes:

The model 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. Any local health, social care or early years setting could be used as a focus for the communication activity.
- Who the individual is and what their needs 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 model assignment we strongly advise that staff responsible for modifying the model assignment and quality assuring it refer to the publication *Fair access by design*.

If modifications are made to the model 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 two interactions, one in a group situation and the other in a one-to-one situation.

If learners produce evidence in the context of children, the children must be above 4 years of age.

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

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

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

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 their 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 interactions.

The one-to-one and the group interaction should last for a minimum of 5 minutes and a maximum of 20 minutes.

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

Alternatively the witness statement provided at the end of this assessment material may be used to record both 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 formats 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"> • Slide presentation (and accompanying notes) • Leaflet • Handouts
Task 2	<ul style="list-style-type: none"> • Barriers to communication • Ways to overcome barriers 	<ul style="list-style-type: none"> • Fact sheets • Leaflet
Task 3	<ul style="list-style-type: none"> • Personal qualities that contribute to effective care • Examples of behaviour that fails to value service users 	<ul style="list-style-type: none"> • Slide presentation (and accompanying notes) • Poster • Written notes
Task 4	<ul style="list-style-type: none"> • Plan for a one-to-one interaction • Plan for a group interaction • Demonstrate a one-to-one interaction • Demonstrate a group interaction 	Plan: <ul style="list-style-type: none"> • Written notes • Checklist of skills • Transcript for communication Practical /demonstration activity: <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

<p>GENERAL COMMENTS/STRENGTHS/WEAKNESSES</p> <p>You must only comment on strength and weaknesses and not suggest areas for improvement</p>

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				
Skills to be demonstrated	WITNESS observations on candidate interaction	ASSESSOR decisions based on witness observations (circle decision)		
		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
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