Assignment Brief

Issued January 2014

Please note:

This OCR Cambridge assignment may be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the brief within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this brief allow learners to meet all the assessment criteria and provide sufficient opportunity for learners to demonstrate achievement across the full range of grades. The assessment criteria themselves must not be changed.

The entry code for this qualification is:

Qualification title	Entry code	Ofqual number
OCR Level 4 Cambridge Technical Diploma in Health and Social Care	05803	601/1876/3

OCR assignment brief remains live for the life of these qualifications.

Guidance For Centres

1   General

1.1   OCR assignment briefs are issued free to centres on approval and are available to download from our website: www.ocr.org.uk

1.2   This assignment brief has been designed to provide learners with suggested approaches that will allow learners access to all assessment criteria across the grades in this unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit.

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   If learners carry out any preparation prior to undertaking the tasks, there is no time limit.

3   When completing the assignment

3.1   The amount of time needed to produce evidence may vary depending on the nature of the tasks and the ability of individual candidates.

3.2   Each candidate must produce individual and authentic evidence for each task within the assignment brief.

3.3   Centre staff may give support and guidance to learners. This support and guidance must 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 tutors to provide model answers or to work through answers in detail or to detail specifically what amendments should be made.

3.4   Learners may use information from any relevant source to help them with producing evidence for the tasks. They must be aware of the need to cite and reference any sources and of the risk of plagiarism.

3.5   Candidates must be guided on the use of information from sources to ensure that confidentiality is maintained at all times.

4   After completing the assignment

4.1   Learners' evidence is assessed by the centre's assessor against the qualification specification contained in the *Centre Handbook*. When grading learners' work, centres **must** use the assessment and grading criteria in the unit. For further information about assessment, please refer to the section on *Assessment* in the *Centre Handbook*.

4.2   Assessors' decisions must be quality assured across the centre through an internal moderation process. For further information about internal moderation, please refer to the section on *Assessment* and *Centre Assessor and Quality Assurance Personnel Requirements* in the *Centre Handbook*.

5   Presentation of work

5.1   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 or digital media.

6 Acceptable evidence

6.1 For guidance on generation and collection of evidence, please refer to the section on *Assessment* in the *Centre Handbook*.

7 Reworking the assignment

7.1 If learners do **not** meet all of the assessment criteria at the **pass** grade, further work will be required.

7.2 Tutors may give feedback to learners to support and guide them in producing evidence to the required standard. The feedback must only be 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 tutors to provide model answers or to work through answers in detail or to detail specifically what amendments should be made.

7.3 If learners need to do further work, they can continue to use the same assignment brief.

8 Scope of permitted assignment brief modification

8.1 The assignment brief is designed to give suggested approaches to enable the learner to demonstrate the autonomy and accountability required of a learner at this level. The set of tasks form a coherent whole addressing all the assessment criteria and allowing access to the full range of grades. Centres may choose to provide case studies or scenarios for learners.

You must not change the following:

- the assessment criteria

- the grading

- the requirements for supervision and authentication as described in the *Centre Handbook* (*Section 5 - Assessment*).

In the language used and the tasks and scenario provided, OCR has avoided discrimination, bias and stereotyping and supported 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 develop their own assignments, we strongly advise that staff responsible for modifying the model assignment and the quality assurance of it refer to the publication *Fair Access by Design.*

Tutor Guidance

Learners will need to decide on the source and format of their own evidence.

Tutors may support learners either through the provision of case studies or by discussing appropriate formats for evidence. Tutors should ensure that learners understand what is required by the command verbs, e.g. 'apply'. Tutors should refer to the glossary of terms.

Do not introduce additional hurdles which are **not** part of the requirements of the assessment criteria. For example, if the criterion calls for a 'plan', do not require 'review'.

Ideally learners will have access to health or social care settings on which to base their evidence for this unit.

The tasks have been designed to allow candidates access to all grading criteria in this unit. Opportunities for learners to access merit and distinction criteria are identified in the 'Guidance for Learners'. These are suggestions only. Evidence for Merit and Distinction criteria should be recognised wherever they occur in the learner's evidence.

Case studies

If creating case studies, care should be taken not to give so much detail that the answer is embedded in the case study. For example, in a case study for child development the statement 'John didn't sit up **until** 12 months of age' would imply a judgement about delayed development. The case study should present facts. This then enables the learner to apply their knowledge to the case study and draw their own conclusions.

Guidance on role play

Wherever possible, practical demonstrations should be in a realistic working environment. However, learners could carry out the activity as a role play in a simulated environment. Participants in the role play must be able to demonstrate realistic characteristics of the intended group. For example, it would not be possible to role play an activity in an Early Years setting due to the age of participants. However, an activity for chair-bound adults could be realistically simulated.

Tasks

Task 1: Understand partnership philosophies and relationships in health and social care services.

Explain the philosophy of working in partnership in health and social care .

Evaluate partnership relationships within health and social care services.

Task 2: Understand how to promote positive partnership working with users of services, professionals and organisations in health and social care services.

Analyse models of partnership working across the health and social care sector.

Review current legislation and organisational practices and policies for partnership working in health and social care.

Explain how differences in working practices and policies affect collaborative working.

Task 3: Be able to evaluate the outcomes of partnership working for users of services, professionals and organisations in health and social care services.

Evaluate possible outcomes of partnership working for users of services, professionals and organisations.

Analyse the potential barriers to partnership working in health and social care services.

Devise strategies to improve outcomes for partnership working in health and social care services.

In order to access a Merit grade, you will also need to:

Analyse concepts, theories or principles to formulate own responses to situations.

Analyse own knowledge, understanding and skills to define areas for development.

Exercise autonomy and judgement when implementing established courses of action.

In order to access a Distinction grade, you will also need to complete the following in addition to the merit criteria:

Evaluate approaches to develop strategies in response to actual or anticipated situations.

Evaluate and apply strategies to develop own knowledge, understanding and skills.

Determine, direct and communicate new courses of action.

GUIDANCE FOR LEARNERS

The purpose of this assignment brief is to enable you to provide evidence that meets the Learning Outcomes for this unit. You can present this evidence in whatever format you feel is appropriate. You should consider individuals, contexts and conventions relevant to Health and Social Care.

Examples of opportunities to achieve Merit and Distinction criteria are indicated by (M) and (D).

When producing evidence, your approaches are likely to be drawn from one or more of the following:

- You may take a situation that you have experienced while working in Health and Social Care settings.

- You may take a theoretical approach.

- You might base your evidence on scenarios, case studies and/or consultations. These may be real or created for this purpose.

The approach taken needs to reflect the requirements of the Learning Outcome. For example, a theoretical/academic approach would not be suitable when practical application of skills is required, e.g. 'be able to'.

Care should be taken to maintain confidentiality when producing evidence, e.g. by changing names or redacting information.

Suggested approaches to the tasks

- Explain the philosophy of working in partnership in health and social care.

  o You might use **specific** examples of partnership working in Health and Social Care.

  o You might take a **holistic/thematic** approach to the general philosophy of working in partnership in Health and Social Care.

- Evaluate partnership relationships within health and social care services.

  o You might evaluate partnership relationships within **local** Health and Social Care Services.

  o You might evaluate partnership relationships within **regional or national** Health and Social Care Services.

- Analyse models of partnership working across the health and social care sector. **(M1)**

  o You might analyse models of partnership working from the perspective of an **individual and/or specific group.**

  o You might analyse models of partnership working from the perspective of **organisations.**

- Review current legislation and organisational practices and policies for partnership working in health and social care.

  o You might carry out your review from the perspective of an **individual or groups of individuals.**

  o You might carry out your review from the perspective of **organisations.**

- Explain how differences in working practices and policies affect collaborative working.

  o You might focus on the effect on collaborative working in different types of **organisation.**

  o You might focus on the effect on collaborative working in both **statutory and voluntary** practices and policies.

- Evaluate possible outcomes of partnership working for users of services, professionals and organisations. **(D2)**

  o You might evaluate outcomes from a **commercial** perspective.

  o You might evaluate outcomes from a **quality** perspective.

- Analyse the potential barriers to partnership working in health and social care services.

  o You might combine your evidence for this task with the task regarding 'outcomes' (above) by focusing on either barriers which arise from commercial **or** quality considerations.

- Devise strategies to improve outcomes for partnership working in health and social care services. **(M2), (M3), (D1), (D3)**

  o You might devise strategies to improve outcomes based on a case study for an **individual service user**.

  o You might devise strategies to improve outcomes for a specific **service type**, e.g. Mental Health Services.